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ABSTRACT

Education for international understanding is the theme of this conference report. The introduction (by Maitland Stobart) discusses the first phase of the Council of Europe's work on education for international understanding devoted to improving communication and understanding among Europeans. The second, present phase, includes teaching about problems of global development and the way in which other parts of the world are taught in secondary schools in Western Europe. Section two, "The Conference in a Nutshell" (by Fay Metcalf) summarizes the conference proceedings of this five day event. Section three elaborates on the need for learning about Europe in the U.S.A. through the development of a rationale, a definition of Europe, and the development of empathy. Also included is a list of goals, justifications, and content suggestions. Section four presents six European approaches for teaching about the U.S.A. in Europe through four strategies, (1) a pupil-centered and cooperative approach, (2) history, geography, and English as a foreign language, (3) a multi-disciplinary approach, and (4) a topic approach. Five countries, the United Kingdom, Denmark, Scotland, Norway, and Portugal contributed in the development of the six approaches. Section five concludes the conference report by listing (1) the general principles, (2) the goals of teaching about the U.S.A. in Europe, (3) the goals of teaching about Europe in the U.S.A., and (4) the directions for future activities. Appendices present the conference program and list the participants in attendance. (RSL)

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CONFERENCE ON "TEACHING AND LEARNING ABOUT EACH OTHER: THE USA AND WESTERN EUROPE"

Washington D.C., USA, 11-15 November 1984

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The CDCC's Teacher Bursaries Scheme

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Conference report

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TABLE OF CONTENTS

Page

1. INTRODUCTION
by Maitland STOBART, Deputy Director of Education, Culture and Sport, Council of Europe .. 1

2. THE CONFERENCE IN A NUTSHELL
by Fay METCALF, Co-ordinator of Special Projects, Boulder Valley Public Schools, Colorado, USA 5

3. TEACHING ABOUT EUROPE IN THE USA - SOME REFLECTIONS ON A FRAMEWORK FOR TEACHING
by Margaret SHENNAN, former Head of the History Department, S.Martin's College, Lancaster, United Kingdom 10

4. TEACHING ABOUT THE USA IN EUROPE - SIX EUROPEAN APPROACHES:

4.1 "Ideas for studying the USA in Europe - a pupil-centred and co-operative approach" by David R. WRIGHT, University of East Anglia, United Kingdom 29

4.2 "The USA from Independence to the Civil War - an example of a history course for a Danish High School Class in their second year" by Niels GULLBERG-HANSEN, Headmaster, Stenløse Amtsgymnasium, Denmark 34

4.3 "Teaching about the USA in secondary schools in Western Europe - a Scottish perspective" by Alastair ROBINSON, Lecturer at Jordanhill College of Education, Glasgow, and Vice President of the Scottish Association of Geography Teachers, United Kingdom 39

4.4 "Teaching about the USA in Norwegian Upper Secondary Schools - suggested course outlines for use in English as a foreign language" by Alf BARTVEDT, Teacher of English, History and Social Sciences, Bø vidaregåande skole, Norway..... 46

4.5 "A model for teaching about the United States by a Humanities Team" by Frank FITZ-GIBBON, History Teacher, Burnley High School, United Kingdom 52

Page

4.6 "The promise of America - the immigrant experience" by Dr. Maria Emilia GALVAO, Directorate General of Secondary Education, Ministry of Education, Portugal ... 62

5. CONCLUSIONS AND RECOMMENDATIONS by Dr. Judith TORNEY-PURTA, Professor of Human Development, University of Maryland, USA 69

APPENDIX NO. I: The Programme of the Conference ... 74

APPENDIX NO. II: List of participants 78

1. INTRODUCTION

by Maitland STOBART, Deputy Director of Education, Culture and Sport, Council of Europe

Education for international understanding has been one of the Council of Europe's main priorities since the Organisation was set up in 1949. With the help of governmental experts, teachers, textbook authors and non-governmental organisations, the Council has sought to clarify how schools can extend their pupils' horizons and promote respect for, and solidarity with peoples of other countries and cultures. As the Council's Committee of Ministers recommended in 1983, schools "should encourage all young Europeans to see themselves not only as citizens of their own regions and countries, but also as citizens of Europe and of the wider world".

The first phase of the Council of Europe's work on education for international understanding was devoted to improving communication and understanding among Europeans, in particular through:

- a more effective learning of modern languages;
- a fair and balanced teaching of history and geography.

More recently, the Council has studied how to give a European Dimension to the whole of the school curriculum, and in 1983 the Organisation's Committee of Ministers adopted a recommendation on "The promotion of an awareness of Europe in secondary schools". This text suggests that teaching about Europe should give pupils a full understanding of such key concepts as:

- democracy, human rights and fundamental freedoms;
- tolerance and pluralism;
- interdependence and co-operation;
- human and cultural unity and diversity;
- conflict and change.

At present the Council is now studying how to give a European Dimension to the primary school curriculum.

Education for an inter-dependent world

In 1978 the Council of Europe began a new phase in its work on education for international understanding when it started to study:

- teaching about North/South issues and problems of global development (development education);

- the way in which other parts of the world are taught in secondary schools in Western Europe.

The work on development education was a response by the Council of Europe's Council for Cultural Co-operation (the CDCC) to the concern expressed by the Organisation's Parliamentary Assembly about the lack of support in Europe for North/South co-operation. Since 1979, the CDCC has organised, usually in co-operation with UNICEF, five European Teachers' Seminars on development education in primary and secondary schools.

The Council of Europe's Second Medium-Term Plan (1981-1986) stresses the importance of facilitating and strengthening "possibilities of dialogue and mutual understanding with other parts of the world", and this objective has led the CDCC to examine, at a second series of teachers' seminars, how these "other parts of the world" are presented in secondary schools in Western Europe. By the Spring of 1986, the CDCC will have held teachers' seminars on Japan (two), Asia, the USA (two), China, Africa south of the Sahara, Canada (two), Spanish-speaking Latin America, and Brazil.

Furthermore, the interaction between Europe and non-European cultures was studied at two teachers' seminars in Portugal in 1983 and 1984. These seminars dealt with the Portuguese Voyages of Expansion and were linked to the 17th Council of Europe Art Exhibition which was held in Lisbon in 1983. Its theme was "The Portuguese Discoveries and Renaissance Europe". The first seminar pointed out that "in the past, the European Discoveries were often taught in a chauvinistic or eurocentric way". The Seminar recommended that, "in view of the multi-cultural character of many schools in Western Europe and of the need to educate young people for life in an inter-dependent world, it is essential that teaching about this topic should not lead to feelings of racial or cultural superiority".

The three series of seminars have aroused considerable interest both in Western Europe and elsewhere, and the seminar reports have been used extensively at national in-service training courses for teachers. There are plans to submit the findings of the seminars to an intergovernmental symposium in the second half of 1986. The symposium, which would be attended by delegates from the 23 states that take part in the CDCC's work, would analyse these findings and make policy proposals on education for international understanding to education authorities in Western Europe.

Teaching about the USA

The third of the CDCC's teachers' seminars on how other parts of the world are presented in secondary schools in Western Europe was devoted to the United States. It was held in Donaueschingen in the Federal Republic of Germany in October 1982, and it was organised in co-operation with the Atlantic Council

of the United States (ACUS) and the U.S. National Council for the Social Studies (the NCSS).

The Seminar was also a practical follow-up to the call by the Council of Europe's Parliamentary Assembly for more intensive transatlantic contacts, especially "among the various groups which have a direct influence on public opinion" eg. teachers. The Seminar was attended by 60 American and European teachers, teacher-trainers, inspectors and textbook authors. Working together in joint teams, they analysed what is taught about the USA in secondary schools in Western Europe and indicated profitable teaching approaches which took account of the diversity of European school systems. The participants' proposals are given in detail in the seminar report (doc. DECS/EGT (84) 39).

Several of the European educators in Donaueschingen explained that they found it difficult to keep abreast of new materials for teaching about the USA. To help them, ACUS commissioned and published early in 1984, "An annotated bibliography for educators on recent works on American society".

Also, in order to allow European educators to continue to exchange ideas on teaching about the USA, the Swedish authorities invited teachers from other CDCC countries to attend a seminar on "The USA - a changing society", which was held in Tallberg in August 1984. A paper based on the Seminar (doc. DECS/EGT (84) Misc.82) was prepared by Mr. Frank FITZ-GIBBON (United Kingdom) who is one of the contributors to the present report. It was one of the working documents at the Conference to be held later that year in Washington DC.

The Washington Conference

ACUS thought that it was important to build on the ideas put forward at the Donaueschingen and Tallberg Seminars and also to start, among American educators, a parallel reflection on teaching about Western Europe in secondary schools in the USA. ACUS, therefore, took the initiative in convening a conference of American and European educators on "Teaching and learning about each other: the USA and Western Europe".

Like the Donaueschingen Seminar, this conference was organised in co-operation with the Council of Europe and the NCSS, and it was held in Washington DC in November 1984. This report contains:

- an account of the Conference;
- reflections on teaching about Europe in the USA;
- six outlines of courses for teaching about the USA in Europe;
- a set of conclusions and recommendations for further action.

A valuable follow-up to the Conference will be the publication, by ACUS, of an annotated bibliography, for American teachers, of material for teaching about contemporary Europe.

The Council of Europe would like to express its deepest gratitude to ACUS and the NCSS for their generous help and support in organising the Donaueschingen Seminar and the Washington DC Conference. Thanks to these two meetings, educators from both sides of the Atlantic were able to: broaden their professional experience; exchange ideas, information and teaching materials; and establish lasting contacts and links of friendship.

2. THE CONFERENCE IN A NUTSHELL

by Fay METCALF, Co-ordinator of Special Projects,
Boulder Valley Public School, Colorado, USA

Do American educators really teach Europe as a living museum, a relic of the past? Do European students truly believe that J.R. of the television show, "Dallas", has more influence on American thought than the President? Such questions reflect the tentative beginnings of what became a substantial and substantive dialogue between American and European educators during the provocative multinational conference held in Washington DC in November 1984.

After warm welcomes were delivered by representatives of the sponsoring agencies - Dr. Leslie S. BRADY and Ambassador Theodore ACHILLES of the Atlantic Council of the United States; Ms. Jean CRAVEN of the US National Council for the Social Studies; and Mr. Maitland STOBART of the Council of Europe - the conference participants plunged into an often heated, always engaging, four-day exchange of ideas and experience.

Because the frenzy of the American political campaigns and the elections had not yet subsided, the opening session of the Conference quite properly dealt with the implications of a second four-year term for President REAGAN. Ms. Suzanne GARMENT of "The Wall Street Journal" suggested that, while the Republican Party was obviously regaining its former dominance in American politics, there was no concomitant emergence of a widely accepted neo-conservative political theory. Rather, she concluded, the election results suggested a widespread belief that President REAGAN was doing a good job of keeping the powerful liberal élite from influencing governmental policy, a situation that should be allowed to continue. Under President REAGAN, it had become socially acceptable to decry the generosity of the Western State and the "accommodationist" approach to foreign policy. But Ms. GARMENT felt that this set of generally held views reflected cultural changes that had been developing gradually over the past 20 years rather than a political re-alignment.

Reporting a European point of view, Mr. Claude MOISY of "Agence France Presse" claimed that the American elections had been "no fun" this year! It was simply not an engaging contest. Mr. MOISY explained that Europeans had three basic perceptions about American elections. A large group of the general public did not know, or care, about the issues, and they regarded the whole election process as "a sort of over-extended Grand Prix". Another group - politically conscious newspaper writers and readers (not television commentators or viewers) - did care about the issues, but could not separate their points of view about American politics from their feelings about their own national political preferences. A third group of Europeans - government leaders - generally favoured the

re-election of the incumbent because they knew his strengths and weaknesses. The most important issues for these politicians were East-West relations and the severe European economic problems that were traditionally believed to be the fault of the United States.

The following day, Dr. Stephen HASELER, City of London Polytechnic, reminded participants that there was a great tension in the Atlantic alliance. The United States was a global power, while Europe was a region of powers. The United States was a consensual power, while Europe was divided into a set of nations and was not in any sense a power. Americans had difficulty in understanding that European governments had their own different agendas. On the other hand, Dr. HASELER believed Europeans did not fully understand the wide-ranging global responsibilities of the United States or its neo-isolationism. He also tried to explain the current furor over deployment of nuclear weapons in European nations. After all, similar weapons had been in place for a very long time indeed. He convincingly argued that contemporary concern stemmed less from foreign policy issues than from circumstances causing social tensions: access to oil, changing trade patterns, and the increasing United States' debt. Dr. HASELER told the audience that there was greater tension in the US - Europe relationship than at any time since 1949. We were now at a "pivot of fate". A false move should not be made by either side. To Europeans, he advised resistance to nationalists and to the taking of regional rather than global approaches. To Americans, he advised resistance to the trend towards isolationism that had followed the traumas of Vietnam and the Iranian hostage crisis when their nation had, more or less, to "go it alone".

Ms. Margaret SHENNAN, formerly with S. Martin's College at Lancaster in the United Kingdom, presented a most lucid paper on "Goals for teaching about Europe - a European point of view". Focussing her comments on the areas of knowledge, skills, attitudes and values, Ms. SHENNAN stressed the importance of helping students to understand the implications of Europe's pluralism and diversity, as well as the ideas, organisations and institutions that made for greater unity and co-operation and counter conflict and division. She also prepared participants for the difficulties ahead as they tried to distill the most important and salient facts about our two areas of the world into practical teaching materials.

The following day, Dr. James BECKER, Indiana University, made it clear that teaching about Europe in American schools was not an easy task. Citing a comprehensive study of world history textbooks, he reported that there was an increasing emphasis on area studies that encompassed the Third World nations and a decreasing emphasis on Europe. When content did focus on Europe, economic and security issues received the most attention. The European heritage, Europe as a cultural area, and Europe as part of an interdependent world were usually included. Usually excluded were scientific and technological developments, current

cultural activity, or recent events, except for such topics as inflation and anti-nuclear weapons movements. Neither of the latter topics was compared with the similar concerns within the United States. Dr. BECKER did provide encouragement by describing the many resource centres at major American universities that produced useful materials about Western Europe.

Professor James LEUTZE, University of North Carolina, described the efforts of his institution to provide outreach or in-service training services to teachers. He felt that upgrading the skills and qualifications of those who took up teaching as a profession was by far the most important aspect of improving education in the United States. In spite of low pay and, alas, often low public esteem, many teachers did a good job in the classroom, and it was vital to provide them with information, training and support to make their work more effective. One useful technique that Professor LEUTZE described was the use of television for the instruction of teachers.

A highlight of this second day of the Conference was an afternoon of sightseeing at the Museum of American History, a dinner at the Smithsonian Castle, and a delightfully wide-ranging evening discussion held in the Library of the Woodrow Wilson International Centre for Scholars. Dr. James BILLINGTON, Director of the Centre, stressed the importance of teaching about European culture because ideas that had first emerged on that continent had become the basic building blocks for societies that included both the industrialised and Third World nations. Such ideas had been, and still were, the basis for the humanities, and they best explained the universal human condition. His plea to teachers was to "get rid of the dull stuff". What people of the past had thought, said and done was compelling. History should be as exciting to pupils and students as it was to scholars. Two of the Fellows of the Centre - Dr. Hazel HERTZBERG of Teachers' College, Columbia University, and Dr. Peter LUNDGREN, a visiting scholar from the Federal Republic of Germany - presented short histories of the teaching of history and social studies in their respective countries, and both made strong pleas that teachers should not try to do too much. Case studies that emphasised long-term trends - urbanisation for example - would provide students with a more coherent sense of the past and its implications for the present than the long recital of disjointed facts that so many people and students still had to endure.

On the third day of the Conference, a panel of representative teachers described their approaches to teaching. Ms. Jacqueline ARICKX of Belgium explained how European geography was taught in her nation's schools. Students did research that was carefully orchestrated by teachers, and the focus was both regional and thematic. Professor Hermann HALBRITTER, Austria, explained that, for the people in his country, Europe could not end at the Iron Curtain. Many students had relatives in Czechoslovakia and Hungary; the geography and history of those nations was, therefore, of importance to them. He urged that the secondary curriculum should be both international in scope

and interdisciplinary in nature. He described a number of projects in his school that provided the personal experiences that gave meaning to academic study, eg educational visits and exchanges. Ms. Elida GILES, USA, said that she used a humanities approach in her European studies course. Through an examination of the arts, literature, and history, her students developed a synthesis of the major and influential ideas and events of Western European societies. Mr. David WYLIE, USA, described the general lack of geographic education in American schools and the limited content of the materials available to his students. He was particularly disturbed at the dearth of materials about modern Europe, and made the well-received suggestion that packets of useful data could be developed by conference participants and then made available to teachers through the auspices of the institutions supporting the Conference.

Throughout the Conference, the participants met in four working groups to discuss goals for teaching about Europe in the USA and for teaching about the USA in Europe. A summary of the groups' ideas was compiled and then presented to Conference members by Dr. Judith TORNEY PURTA, USA. Her report is given in Chapter 5 of the present report.

In the late afternoon, participants were whisked to the University of Maryland where they attended a colloquium organised by Dr. TORNEY PURTA and sponsored by the University's College of Education. A perspective on teacher education in Western Europe was presented by Mr. Maitland STOBART, Council of Europe, and then more detailed information on the training of teachers in specific nations was given by Ms. Margaretha OREDSSON, Sweden; Mr. Horst KRAUSE, Federal Republic of Germany; Mr. Henry A. ROBINSON, Scotland; and Dr. Maria Emilia GALVAO, Portugal. A discussion followed each presentation, and, after a reception, the participants were entertained at dinner in the private homes of university colleagues and students of Dr. TORNEY PURTA.

On the final morning of the Conference, Dr. Ted COMSTOCK, USA, monitored the closing remarks made by Mr. STOBART, Council of Europe, and Ms. Fay METCALF, USA. Noting the lack of a national curriculum in the USA, Dr. COMSTOCK emphasised the importance of effecting change in individual school districts through the efforts of teachers who had such opportunities for interaction and learning as those offered at this Conference. Mr. STOBART stressed the great value of "rubbing minds", and the importance of disseminating in a practical form the results of international co-operation. Ms. METCALF spoke of ways of maintaining the momentum developed through both the formal and informal discussions at the Conference. But the most important summary comments were made by participants who brought out some of the real problems encountered by teachers: Europeans should come to grips with the fact that Europe was no longer the centre of the world; how did you teach children to accept that humbling reality? Reform was desired in Southern Europe, but how could one make changes when there was a lack of financial resources?

In spite of a desire for interdisciplinary studies in many countries, walls between subjects still remained; how could they be broken down? How could one possibly teach a "Plato to NATO" course in one year? And teachers from every nation talked of intolerance, of cultural imperialism, and the very real fear of today's youngsters that they would become victims of a nuclear war.

It was entirely fitting then that the last words of the Conference - an address at the closing luncheon delivered by Dr. Edmund D. PELLEGRINO, Director of the Kennedy Institute for Ethics, Georgetown University - should be about values. Dr. PELLEGRINO believed that the fad of trying to teach in "a value neutral manner" was over. When one taught Western civilisation, one was explicitly teaching values. What should be done, he suggested, was to teach students to examine values critically, to understand the international dimensions of most values, and to help them understand how ethics and morality derived from values. It was only through the transmission of civic values and through ethical behaviour that our civilisation would be maintained.

Following the Conference, most of the participants attended sessions at the annual gathering of the National Council for the Social Studies. One session - chaired by Dr. Carole HAHN, Emory University, USA, and entitled "Facing Social Studies Educators in Europe" - included presentations on the nature of social studies education in several European countries. Among the speakers were: Mr. Niels GULLBERG-HANSEN, Denmark; Mr. Horst KRAUSE, Federal Republic of Germany; Mr. Sean MacGIONTAIGH, Ireland; Dr. Olga BOMBARDELLI, Italy; Dr. Maria Emilia GALVAO, Portugal; Dr. Miguel PEREYRA-GARCIA CASTRO, Spain; Mr. Frank FITZ-GIBBON and Mr. Alastair ROBINSON, United Kingdom. The primarily North American audience (USA and Canada) was most interested in the information delivered, and it felt much would be gained in international understanding if more Europeans attended the NCSS meetings on a regular basis.

What should be the next steps to carry on the personal excitement generated by the Conference to other teachers and to students? This report provides a record of the many hours spent in listening to stimulating speakers and in exciting discussions. Dr. TORNEY PURTA's summary of the working groups' reports includes other suggestions for follow-up. At present, the Atlantic Council of the United States is moving ahead with the preparation of an annotated bibliography about Europe. Many articles have been accepted for publication in two journals in the USA, "Social Education" or "The Social Studies", and participants will automatically be sent copies of the appropriate issues. Suggestions have been made for follow-up conferences that would focus less on general discussion and more on producing course outlines, syllabi or lessons based on the ideas put forward at the Donaueschingen Seminar and the Washington Conference. Funding always remains a problem, but perhaps enthusiasm will prevail. At the least, those of us fortunate enough to take part in this Conference have been affected in ways that will most certainly enhance our efforts to teach about each other in a more informed way.

3. LEARNING ABOUT EUROPE IN THE USA - SOME REFLECTIONS ON A FRAMEWORK FOR TEACHING

by Margaret SHENNAN, former Head of the History Department, S. Martin's College, Lancaster, United Kingdom

The Washington Conference touched upon a host of ideas, experiences and areas for debate and discussion on the subject of Europe. Given the time available within the varied and ambitious programme, many of them were, alas, bound to remain tantalisingly unresolved. The aims of this paper are

- to reflect upon some of the contributions, formal and informal, similar and disparate, which were made by the Conference participants;

- to try to marry them with some thoughts both on the likely pitfalls involved in teaching about Europe and on a possible approach to planning that American educators may care to consider.

Curriculum development generally follows an accepted procedure. Before attempting to frame a set of precise goals which can be translated into a programme of content and teaching strategies, it is customary to begin with a statement of intent, which incorporates a rational justification for the whole exercise. In the case of "Europe in the school curriculum", this is easier said than done. Despite the numerous international conferences convened to clarify the European Dimension in education, national differences still prevail. After well over a decade of discussion, it is difficult for a random group of European educators to arrive at consensus, let alone unanimity, on such fundamental points as why, what and how should we European educators teach our pupils about Europe.

This situation was confirmed in the reports that the working groups produced at the Washington Conference, and the contrasting arguments put forward by European participants in the group work should have come as no surprise to the educators present. Given the wide variety of national interests, and the differences in teachers' own personal experiences and in the social and political pressures upon them, teachers from European countries are likely to adopt their own set of priorities. Broad regional interests can also inhibit attempts to find acceptable, agreed parameters. One of the Washington working groups wisely drew attention to the fact that "exclusive focus on Western Europe appears to us as an undue narrowing of perspective" (1). How true! But there can be a parochialism of time as well as space, and the study of European history teaches us that Europe's political and economic structures have continuously changed through time. Thus, it can be equally obtuse to treat as permanent the two ideological zones to the point of endowing each of them with a distinct "Weltanschauung". Indeed, it was the Soviet leader, Mikhail GORBACHEV who, during a recent visit to the United Kingdom, reminded a gathering of British Members of Parliament that "Europe is our common home".

So there appears to be a case for looking beyond the present binary structure of the European map to stress common experiences where possible. It was interesting that the above-mentioned working group recommended that "American teachers should make a strong effort to balance the predominant political and economic perspective which sees Europe as split into two, East and West, with a cultural and historical perspective which sees Europe as a whole" (2). The same group stressed the need to examine trans-national developments and characteristics. "Migrations, population patterns and changing boundaries as well as a shared heritage continue to lend validity to a comprehensive view of Europe", they concluded (3).

These recommendations are based upon an eminently reasonable point of view. But, it must be said, opinions do differ. The validity of a holistic concept of Europe has been frequently denied as being too simplistic. Political and economic organisations apart, the degree of uniformity at work in Europe today, as in the past, is very limited. Although Europe provides a common homeland in GORBACHEV's opinion, it is difficult to ascertain the degree of genuine communality that prevails, and there could be problems of validity if American educators set themselves the goal, "To teach Europe as a contrasting community" (4). There is probably no such thing as a uniform European lifestyle, a European strategy for dealing with common problems, or a European system or philosophy of education.

American teachers should note that, in the last analysis, precise perceptions of "Europe" are bound to remain personal and individual to each European teacher, as they do to each citizen of the European nation states and each member of the European ethnic communities. This point has to be emphasised because it explains, in part, why it would be folly to simplify the study of Europe to generalised models or to pursue an approach to teaching that depends upon being able to identify a number of European norms, either as the starting point or as the outcome of learning.

A definition of Europe

For practical classroom purposes, a majority of teachers in Western Europe would probably support the comprehensive definition of Europe enunciated at the Council of Europe Symposium in Neusiedl-am-See in 1981. This describes Europe as:

> "the past, the present and the future of the peoples living in the geographical area which stretches from the North Cape to the Mediterranean, from Iceland and Cape Roca to the Urals. It should not be seen as being synonymous with the membership of any particular European organisation." (5)

There is no suggestion here that all European young people currently receive such an encyclopaedic treatment of their continent in the course of their school education. Only a modest proportion of the subject matter implied in the

Neusiedl definition would probably figure in the curriculum of most European schools. It would usually fall piecemeal within the syllabuses of the various traditional disciplines - history, geography, literature, modern and classical languages, art, music - or possibly into the newer subject areas which a number of European countries have developed in their curricula - social studies, current affairs, modern studies, politics etc. But observation would suggest that, tacitly or overtly, the great majority of teachers in the humanities field accept that a European dimension should be present in their pupils' education and, for this, the Neusiedl definition serves as an aspiration.

Most frequently, the European Dimension is justified on grounds of common heritage, environmental contiguity, and sheer practical and political necessity. To put it succinctly, if rather crudely, European youngsters need to study Europe because that is where they live and where they are most likely to spend the rest of their lives. European teachers can, and most frequently do, fall back on this justification of a European dimension.

Considering, therefore, the degree of varied practice in Europe and the unlikelihood of European educators speaking with one voice, it may seem highly presumptuous for the author of this paper to suggest goals, much less planning principles, for a programme of European studies for the benefit of American educators. However, the latter can rest assured that there is no desire to be prescriptive, nor to ignore the equally varied approaches to the study of Europe already in operation in American schools. What follows is a sketchy attempt to respond to the plea of one of the working groups at the Washington Conference which formulated certain proposals in support of teaching about Europe in the United States:

> "We strongly recommend that teaching about Europe in the USA ..... ought to be an integral, required part of general education for all students. While we applaud the attention and more concentrated approach to European Studies in advanced placement courses, we would underscore the importance of the acquisition of basic understanding on the part of all pupils and particularly those pupils whose formal education terminates with the secondary school. If the USA has the responsibility for protecting the Free World, which includes large parts of Europe, the American student must learn something about the people and the places that they are responsible for." (6)

The sentiments behind this statement would undoubtedly find favour with many European educators. Teachers from England might recall that one criterion laid down by the former Schools Council for the inclusion of a subject or area in the curriculum was that it should be able to extend the horizons of every boy and girl, to give each of them a sense of their personal, social and cultural responsibilities. Surely this is what is implied

by the working group at the Washington Conference when it advocated the study of Europe as a realistic and practicable means of widening the perspectives of all young Americans to match their increasing assumptions of global responsibility? The same group of educators also understood that it was important to counter two misconceptions:

- the image of "Europe" as a single, homogeneous place;
- the even more worrying assumption that such a "Europe", being situated at a distance across the Atlantic Ocean, must be an alien or an insignificant part of the present-day world.

The first perception might lead to a tendency to over-simplify, the second to ignore Europe altogether in favour of concentration upon the American continent. Therefore, the study of Europe could serve a vital political function: to counter ethnocentricity and to tune the perceptions and sensitize the political antennae of American students at that crucial stage in their lives when they approach mature citizenship.

The need for a rationale

What other justification can be put forward for the teaching of Europen Studies in American schools? As another of the working groups put it, in answer to the question, "Why teach about Europe in the US"?, "We need a rationale for teaching about Europe to persuade the sceptics in the United States." In exploring this obligation, let us first discard some of the possible arguments. The case for Europe should not rest on arguments of exclusiveness. If education for international understanding is accepted as desirable, it would be wrong to deny the importance to young Americans of learning about non-European cultures, such as China or Japan. What is so special about Europe, the sceptics might ask? Nor, on the other hand, should the pro-European case depend upon the view of Europe as "a museum of bygone experience", as a collection of historic nations that once did, but no longer can, dominate the rest of the world. Equally, there is no reason why American students should learn about Europe simply because Europeans are convinced that their civilisation is intrinsically rich, fascinating and important. This may well be true, but to impose that somewhat Eurocentric view upon all young Americans would be at best inappropriate and at worst counter-productive.

The positive arguments in favour of a European dimension rest on a commitment to the acquisition of new knowledge that serves two overriding functions. On the one hand, learning about Europe should produce a sharper self-awareness in the American student. On the other, it should induce a greater propensity for understanding, a capacity for that empathy with other people's situations which is the basis of rational and tolerant behaviour. In most parts of the world, certainly in the West, such behaviour is taken as a hallmark of the civilised modern person, and, without it, contemporary society will surely

move towards self-destruction. The value of studying Europe should be construed in terms of the development of informed attitudes and reasoned and humane responses. Through such attitudes and responses, young Americans should gain the degree of judicious insight that will help them to understand themselves a little better, as well as the world in which they live.

This justification should perhaps be elaborated further. By learning about the immense diversity within Europe, the contrasts and comparisons evident in a culture area that consists of separate sovereign states with deep-rooted differences and national frontiers, young Americans should develop a richer understanding of their own United States. At the same time, it may become easier to tease out the subtle differences in the social, political and economic makeup of the US against a backcloth of knowledge about Europe. American students cannot understand themselves fully without appreciating that many of the first principles and seminal influences upon the American social and political system did, in fact, originate in Europe: the values associated with slogans of liberty, equality and fraternity; political modes such as democracy and federalism; the varied manifestations of individualism, such as the Protestant work ethic, the belief in the sanctity of private property, and the pursuit of private happiness; and, by contrast, certain historicist approaches to the development of human society.

Finally, one might argue that self-knowledge is always advanced by appreciating one's roots and that it is, therefore, important for young Americans to understand that Europe was the ethnic cradle of much of modern America, the ancestral home - however distantly - of a majority of its people. This point can be extended because, in a real sense, the scientific and technological achievements of the United States in this century have been built upon European foundations.

The development of empathy

The development of empathy implies a capacity to project one's thoughts and feelings outside the self and to appreciate, albeit inadequately, the values of another time and another place. Insights into other mentalities and other ways of life can be counted a valuable characteristic of mature, responsible citizens, but insight is also far too valuable an attribute to be left to chance. It ought to be consciously fostered in the course of a young person's school education. This is not an easy task for teachers.

Although certain of Europe's political features are familiar to the US because they have been absorbed into that nation's system of government and its social and economic norms, some European concepts and practices have remained alien to the American experience:

- in distant times, caesaro-papalism, feudalism, diarchy, monarchy, despotism;

- more recently, socialism, communism, dictatorship, totalitarianism,

to name but some, but by no means all. By studying these unfamiliar systems and by coming to grips with the motives and modes of thought of the people involved, the capacity for developing empathetic response will be tested. This should not be seen as an academic exercise. For example, only by learning about, and thereby coming to understand, the peculiar qualities of Iberian imperialism in the early modern period and the political and socio-economic systems to which it subsequently gave rise, can students in the USA be properly informed about those Latin American countries "within their own backyard".

In part, empathy is a manifestation of the imagination, and it is generally accepted that imagination feeds on certain stimuli: variety, diversity, singularity, novelty and paradox. In turn, these contribute to the process of eliciting significance out of knowledge. Clearly, a study of Europe has much to offer in this regard. Attention has already been drawn to the rich diversity of Europe's social and political experience, a great deal of which is coloured by common ideals and attempts to balance power or find a basis for coexistence, as well as by repeated conflict. Also in demographic and economic terms, Europe today still represents one of the world's major power blocs which it could be dangerous for young Americans to ignore or neglect in their studies. According to the most recent survey, in the European landmass, there are some 640 million people living in 43 different political nation states. It is obvious that the intermingling of ethnic groups within a state is a phenomenon familiar to the US, but whether American students fully appreciate the linguistic, ethnic and political complexities of Europe is more doubtful. The importance of Europe's tradition of diversity cannot be underestimated, and it is this tradition which cautions us not to treat Europe as being reducible to one simplistic model.

For example, it has been reliably demonstrated that, in Western Europe alone, there are 16 full-scale nations forming sovereign states with literary languages of their own; eight political nations which have their own state but no literary language; and 12 ethnic nations with their own literary language but no state or federated political status or a discrete literary language but with a separate ethnic consciousness. Similarly, in Eastern Europe, there are 17 full-scale nation states; two political nation states without separate literary languages; 12 ethnic nations; and one special ethnic group. Of the literary languages spoken in Europe, 175 million people speak Romance tongues, 185 million the Germanic tongues, and 215 million Slavonic languages. In addition, 21 million people speak the Finno-Ugrian languages, 13 million speak Turkic-Tartar languages, and over a million Basques and Maltese have languages distinct from the rest (8). At certain times in the history of Europe, dominant languages emerged for diplomatic purposes to take pre-eminence over the rest - Latin, French and, more recently, English. There are languages such as German which

are widely spoken as a second language, and there are some multi-lingual states. But there are also strong linguistic barriers, and the extent of communication across national frontiers and between ethnic groups is often limited, as recent findings have indicated. Only 10 % of the French speak English, while only 4 % of the British speak French, though both peoples are physically divided by a narrow strip of water and may be linked one day by the projected Channel Tunnel.

What are the implications of these facts for American students?

Like their British counterparts, American students will doubtless tend to view Europe through eyes that respond only to a one-nation focus. They may be familiar with some of the outstanding literary works of the English language, but, as we have just indicated, Europe's literary legacy is preserved in many national languages which have given rise to many distinctive literary forms. T.S. ELIOT once said that no one can understand any one European literature without knowing a good deal about the others. So, at the very least, American students will probably have to make considerable use of translations. Yet, as English seems to be becoming the lingua franca of contemporary Europe, it offers both the temptation to remain English-centred in one's learning, as well as the possibility of easier communication in the future with those other European nationals who have enjoyed reasonable educational opportunities and access to English language learning.

In the final analysis, it would make good sense, from the American point of view, to study a region of the world with a total population approaching three times that of the US and a historic region which has experienced a relatively sophisticated civilisation for a thousand years.

The European cultural achievement

One aspect of that civilising force, the European cultural achievement, is accessible to all young Americans. Americans have invested lavishly in collections of European painting, sculpture, artefacts and works of scholarship, and most of the great libraries and museums of the US display fine examples of the past and present art movements of Europe. Throughout the USA, famous orchestras play the "classical" music of European composers - testimony to popular appreciation in the US of a millenium of European "High" culture, a culture which has given the world unique art forms such as the symphony, the sonata, the concerto and the chorale, and as many different genres in literature, theatre, architecture and the whole range of skilled activities and manifestations of genius that are covered by the label of "Art",

The cultural expression of European man from the Middle Ages to the present century merits serious attention, but this is not the place to discuss issues that are invariably raised, such as the relative significance of "Popular" and "High" culture.

Nor should we be side-tracked by derogations of the latter as the product of élitist, rather than democratic value systems. The point to be made here - as it is skillfully demonstrated in Professor Henri JANNE's analysis, "Europe's Cultural Identity" (9) - is that European influences have been sufficiently diverse and profound to have left their mark on most of the rest of the world. Indeed, the conclusion of one North American expert on Europe is that:

> "The world is in the process of being Europeanized in numerous fundamental ways ..... If the present trend continues, European culture may one day be world culture, as regional differences fade in an increasing acceptance of the European way of life." (10)

Formulating realistic goals

Assuming that the case has been made for the study of Europe by all American students, how should justifications be translated into acceptable goals? In my text on "20 goals for teaching about Europe", which I distributed to the Washington Conference and which is given as appendix to this chapter, I indicated that goals should normally be formulated in the light of two criteria:

- the nature of the subject-area undergoing study;
- the various attributes which are needed by pupils and which they expect of their education - knowledge that informs understanding, a range of skills and competences, and reasoned and humane attitudes.

American educators will want to set themselves goals that are practicable in the light of their own particular school systems. As another of the working groups at Washington pointed out, at present "European Studies are taught only in the Senior High Schools. Thus, one question is to know if we have not to take into consideration the introduction of European Studies also in the Junior High Schools." (11) Although in some European countries, with the encouragement of the Council of Europe, an integrated study of Europe is part of the curriculum for younger pupils, this is obviously not a matter upon which European teachers can comment, save to suggest that a decision of this importance will certainly affect the choice of teaching goals.

Similarly, if the study of Europe is approached on an interdisciplinary, team-teaching basis such as that described by an American teacher from Ann Arbor during one of the plenary sessions at the Washington Conference (12), the teachers' goals will be formulated on the basis of different priorities from those of subject teachers working in isolation and trying, for example, to incorporate a European in-put into history, literature or social studies. In addition, the constraints of staffing, school organisation and the policies of individual school boards are bound to affect what can be set as realistic goals, as well

as what can be done to implement and evaluate programmes. And last but not least, teachers in the US will inevitably place a relative emphasis upon the significance of Europe in the curriculum of their students. Europe could never be central to their students' learning even if it were accepted as valuable for their understanding of the world. In reality, American teachers will want and need to select European material rigorously in order to make room for other area studies. Thus, for practical purposes, the paper on "20 goals for teaching about Europe", which was devised as guidelines for European teachers, will need to undergo drastic pruning before it can be used by American teachers.

In their consideration of knowledge goals, the working groups at the Washington Conference tried to analyse what it was essential that all American students should be informed about. They ranged over a number of areas and topics which showed that there was a considerable consensus in broad terms. For example, it was repeatedly argued that:

- American students should acquire some knowledge of the basic geography of Europe and some appreciation of Europe's particular cultural and scientific achievements;

- American students should understand the economic role of Europe in the West, as a trade partner with the US and as an interdependent part of the world;

- they should study the important social and political developments of modern European history, such as the growth and retreat from colonial empires, nationalism and socialism;

- they need to appreciate contemporary issues of concern to the European peoples, such as migration, unemployment in the face of economic recession and a declining birth-rate, the pollution of the environment;

- they should view in context the varied manifestations of resistance to the power of central governments (from revolution to anarchism), as well as European approaches to concepts like individualism, which are also of much concern to the US.

The working groups had too little time to discuss the matter of skills and competences in depth. Although those present were not indifferent to the improvement of cognitive skills, one must infer that, for the limited duration of the discussion sessions, they placed a higher priority on the other two categories of student needs: the acquisition of knowledge and the development of desirable attitudes. For instance, the learning of a second European language for communication purposes (an acknowledged goal in European schools) was not an issue that concerned the Washington participants. Competence in

aesthetic appreciation and all the particular skills which contribute to the development of this highly sophisticated ability was also not an issue, although, by implication, a number of educators attached some value to the area of aesthetics by their concern to include the study of Europe's cultural heritage among their recommended goals.

With regard to the nurturing of sound attitudes and responses, all the working groups spoke of the need to encourage "awareness" of things European, and one group put forward the aim "to make their students aware of the peculiarities of European history and culture" (14). Again, this goal implies the encouragement of certain skills and competences, the ability to distinguish between fact, opinion and interpretation, and to identify, use and evaluate different forms of evidence. The importance of giving students practice in the methodological skills embodied in the "evidence approach" to learning hardly needs defending here, nor does the priority given to that other procedural concept, empathy, which was stressed by one of the working groups and which was fully endorsed earlier in this paper.

Four key concepts

The summation of the group reports indicated that the American representatives at the Washington Conference were keen to identify two vital areas of knowledge:

- what could be generally accepted as intrinsically distinctive or even unique to Europe;

- in what respects and to what degree Europe and the USA have common ideals, experiences and preoccupations.

One obvious way of facilitating this discriminating process is to identify certain key concepts which can serve as both diagnostic and organising tools for the handling of knowledge. These will have to be very carefully selected and pared. To do justice to the multi-dimensional nature of Europe, they will also have to reflect its spatial dimension, its temporal dimension, and its qualitative dimension. In order to understand Europe and to empathize with Europeans we can usefully suggest four key concepts to be explored by American students.

The first concept is diversity, because this is a striking characteristic of Europe as an environment and the explanation for the underlying complexity of its culture. For too long, European "diversity" expressed itself in terms of division and conflict, but the word can also be used to indicate the immense variety within European society, the richness of political, economic and creative experience. Whenever we try to pinpoint "the common heritage" shared by all Europeans - which many see as one essential aspect of Europe that should be studied - it becomes clear that this umbrella phrase gives shelter to many

different and changing norms. Thus, it follows that the second key concept we would wish to see adopted is that of change. American students ought to explore the dynamic quality of European society, a society that has displayed frequent flux, varying rates of change and the capacity to adapt and co-exist with new pressures and forces.

Nowhere is this better illustrated than in Europe's relations with the rest of the world. The European response to other civilisations, which demonstrated the outward-looking pragmatism that both built up and dismantled empires, is a theme of some importance to young Americans. The values of Europeans have also constantly evolved in the face of new challenges. Different ages have developed different social and ethical norms, each characteristically European in their turn. Although rational, scientific and economy-oriented values now predominate, there is an observable minority trend that runs counter to these norms. As Professor JANNE reminds us "the movements and institutions which today represent the common components of European societies are deep in the throes of change" (15). The deep-rooted individualism and libertarianism of European man suggests that Europe is unlikely to become a static or atrophied society.

The third concept, unity, implying a tendency towards interdependence and uniformity, might seem an irrational choice in contradiction to the first concept. Certainly, we would admit to a paradox, but it would be misleading to American students if they were not made aware of the many common experiences and achievements of the Europeans. General patterns of development and moves to induce peaceful union and co-operation (in addition to forced interdependence) can be traced throughout European history from the Roman period onwards. But these have taken on a new dimension since the genocidial conflicts of the two World Wars. The initiatives of the second half of the 20th Century represent a trend which appears to have some permanence and which may well become one of the elements making for stability in the next century. Therefore, an understanding of European attempts at co-operation and integration in the contemporary world should be considered an essential area of study for American students.

In the course of exploring these three key concepts, students will become aware of some of the differences between the experience and priorities of Europeans and Americans. It would be negative to pursue this matter of difference too far because, so to speak, the inbuilt diversity of Europe squares the degree of dissonance, making it impossible to achieve any empathetic understanding. However, as the Washington participants concluded, there is a point in adopting the opposite concept, that of similarity, as our fourth key concept, for this provides the best basis for developing empathy. By adopting a comparative approach, which would not ignore the differences as they become apparent but would seek to examine primarily the extent of common interest between Europe and the USA, students should

achieve a capacity for empathy which has been identified as a major attitude goal.

Selection of content

These four key concepts constitute the general areas of knowledge which it would be reasonable to promote, and through them a sensible content structure can be worked out for any student age-group. Selection of content tends to be the sticking-point in curriculum planning. At this stage, one is moving away from the general to the particular, and here the variables and individual preconditions affecting a school or a group of schools come into play. So, in being tentative, it is not my intention to duck the issue but to avoid making suggestions that are totally unsuitable for American educators. Rigorous selectivity in the matter of content has to be applied, whether schools operate a subject-specific or an integrated, multi-disciplinary regime in their teaching of European Studies. Here, the experience of English secondary schools may be of interest.

During the past decade, European Studies were introduced for 14-16 year-olds in a fair proportion of schools. At first, teachers resorted to compiling European topics which happened to interest them or which they judged to be appealing to adolescents. The result was a rag-bag of assorted, unconnected trivia, based on contemporary material since this was most readily available. Pupils were exposed to a centrifugal learning process which had no more value than the rote learning of their great-grandparents.

What is needed is a clear structure for learning which takes account of certain criteria. Within the external framework provided by the key concepts, there must be an internal framework of themes and topics, linked by sufficient basic information to keep the structure cemented together. Geographers, it is true, no longer teach their subject from a "capes and bays" approach, and history teachers do not attempt a "Plato to NATO", full chronological sweep of European history but settle for a "patch" approach of some kind. Yet, general reference points will be needed if the American student is to make sense of the theme and topic approach to their studies of Europe. We would accept the feeling of many of the participants at the Washington Conference that teaching strategies must be devised to provide the essential information inputs of European geography and history. However, the themes and topics themselves must be demonstrably coherent and valid. The programme of content chosen ought to entail a hierarchy of skills and substantive concepts, reflecting on appropriate progression of learning for the particular target age-group. There must be proper cross-referencing between the disciplines involved and, therefore, full consultation between teachers. Finally, to ensure that the comparative approach is adequately developed, it is suggested that sample case studies should be adopted in preference to generalised models. If these four criteria are met, students should acquire that kind of

centripetal understanding of Europe which should ensure the achievement of the major goals.

How can the complex task of choosing content be best accomplished in practice, so that the key concepts are usefully translated into specific courses, weekly schedules and separate lessons for individual classes and pupils? In the final analysis, the individual teacher or the team of educators must decide what is appropriate for their students just as they are responsible for presenting Europe to their classes through the teaching strategies that are feasible in their school situation. On this latter point, however, it is clear that paramount importance should be attached to the value of audio-visual stimuli if students are to gain any real insight into an area of the world which they have little hope of seeing for themselves during their course of study.

The next step

Three of the Washington working groups concluded independently that American teachers would find enormous benefit from working together with European colleagues in a series of seminars where the matter of detailed content could be fully discussed (16). The Conference participants expressed the view that small groups could set themselves specific targets, produce schemes and case-study work units, teaching materials and reference schedules relating to specified topics and themes of a limited scope (17). Continuity of participation was considered to be vital if material of a high standard and wide applicability was to result from such a co-operative exercise.

To these suggestions and recommendations, one might add a final plea. In considering how to transform content into teaching strategies and strategies into student learning, we should avoid at all costs techniques that give rise to, or reinforce, partially true generalisations about Europe and Europeans. In an ideal world, this danger would be minimised if American teachers and educators involved in developing the study of Europe could be guaranteed the opportunity to live in Europe and learn at first hand about its peoples and their environment. Failing that ambitious prerequisite, more opportunity for travel, for exchange-visits and the interchange of people and ideas through the type of working seminars recommended by the Washington participants, could go some way towards achieving this aim. What is important is that American teachers should have a perception of Europe that avoids the lurking dangers of generalised norms and stereotyped thinking which are so harmful to the truth.

FOOTNOTES

1. Group 3, "General goals for teaching about Europe in the US"

2. Ibid.

3. Ibid.

4. Group 2, "Goals for teaching about Europe in the US: HOW"

5. "Europe in Secondary School Curricula: Aims, Approaches and Problems", Council for Cultural Co-operation, Strasbourg, 1982, p.31

6. Group 3, "General goals for teaching about Europe in the US"

7. Group 2, "Goals for teaching about Europe in the US: WHY"

8. J. KREJCI and V. VELIMSKY "Ethnic and Political Nations in Europe", Croom Helm, 1981

9. Henri JANNE, "Europe's Cultural Identity", Council for Cultural Co-operation, Strasbourg, 1982

10. Terry G. JORDAN, "The European Culture Area. A Systematic Geography", Harper and Row, 1973, p. 364

11. Group 4, "Goals for teaching about Europe in the USA"

12. Elida F. GILES, "Teaching about Europe in the United States"

13. Margaret SHENNAN, handout accompanying talk on "Goals for Teaching about Europe: A European Point of View"

14. Group 4, "Goals for teaching about Europe in the USA"

15. Henri JANNE, "Europe's Cultural Identity", Council for Cultural Co-operation, Strasbourg, 1982, p. 5

16. Groups 1, 3 and 4

17. An example of the sort of package that could be produced for American teachers teaching about Europe is the valuable model devised by Frank FITZ-GIBBON and Alastair ROBINSON for teaching about the USA

LEARNING AND TEACHING ABOUT EUROPE IN THE UNITED STATES OF AMERICA: SAMPLES AND SUGGESTIONS

JUSTIFICATIONS

1. Europe has long been and still is an important power bloc in the world with great economic and cultural significance for the USA.

2. Europe is part of the defence system of the Western World to which the USA has a commitment. US students should understand the nature of and reasons for this responsibility.

3. Learning about Europe through a comparative approach should produce greater self-knowledge and self-awareness in US students and contribute towards making them more balanced and understanding people.

4. Learning about another culture area and world power should counter US ethnocentricity, increase political understanding, foster international goodwill and that tolerant, rational behaviour to which modern men and women aspire to ensure the world's survival.

GOALS

1. To inform US students about the essential features of European development, achievements, characteristics, past, present and future, which have bearing upon the diversity and unity of Europe and its capacity for change.

2. To enable US students to understand the similarities (and by inference, the differences) between the USA and Europe.

3. To induce an empathetic attitude and humane responses to the European peoples, their achievements and problems, and the issues affecting Europe.

4. To contribute to the development of the students' cognitive and aesthetic skills through using and studying historical and geographical evidence, a range of art forms, and the contemporary media.

SUMMARY OF SUGGESTED CONTENT

KEY CONCEPTS	EUROPE: AN AREA THE SPATIAL DIMENSION	EUROPE: AN HISTORICAL IDEA THE TIME DIMENSION	EUROPE: A CIVILISATION AND PRESENT-DAY SOCIETY THE HUMAN/QUALITATIVE DIMENSION
	THEMES	THEMES	THEMES
DIVERSITY	VARIATION in regional, national and local patterns of: (1) physical environment; (2) climate; (3) location, extent and use of resources; (4) human rural / urban settlement; (5) man-made environment.	DIVERSE POLITICAL HERITAGE of: (1) theories; (2) forms, practice ranging from extreme forms of individualism to collectivism and centralised state control. LEGACY OF RIVALRIES and HISTORIC CONFLICTS: (1) between European authorities and sovereign states; (2) in extra-European relations. TRADITION of SCHISM - doctrinal, cultural and social between: (1) Western Roman Christendom; (2) Eastern Orthodox Christendom; (3) Modern Protestantism; (4) other religious minorities.	VARIATION in SOCIAL PATTERNS and EXPERIENCE: (1) wealth/poverty; (2) class, status systems; (3) ethnic minorities; (4) multicultural communities; (5) popular customs and traditions; (6) language.
UNITY	Experience of CO-OPERATION through: (1) economic systems/ agreements; (2) communications - natural and man-made; (3) consumer economics.	COMMON HERITAGE OF: (1) Christian ethics as foundation of personal and public morality; (2) experience of colonial, imperial expansion; (3) international relations - experiments in balance of power, co-operation / diplomacy; (4) trans-national movements and achievements - intellectual,cultural,artistic.	CO-OPERATION and INTEGRATION between: (1) governments; (2) growing uniformity of life-style between Europeans of comparable wealth and status; (3) levelling effect of consumer societyupon taste, behaviour patterns (4) impact of Youth Culture.

KEY CONCEPTS	EUROPE: AN AREA THE SPATIAL DIMENSION	EUROPE: AN HISTORICAL IDEA THE TIME DIMENSION	EUROPE: A CIVILISATION AND PRESENT-DAY SOCIETY THE HUMAN/QUALITATIVE DIMENSION
	THEMES	THEMES	THEMES
CHANGE	20th Century CHANGES in: (1) environment; (2) commercial structures; (3) patterns of industry; (4) communications; (5) forms of power; (6) land use; (7) patterns of employment.	The Industrial and Agrarian REVOLUTIONS of 18th-19th Cent. The EVOLUTION of scientific ideas and development of rational scientific thought. DEVELOPMENT of sovereign states to climax of nationalism in 19th-20th Centuries. Post-War RETREAT from colonialism. REVIVAL of social and political separatism in later 20th Century. CHANGING role of Christian churches and ethics in European politics.	TRANSFORMATION of rural society into an industrial society with a class structure. TRANSFORMATION of religious and social attitudes: the growth of toleration and human values. DECLINE of organised religion and traditional Christian morality. RISE of materialism and secularism.
SIMILARITY WITH USA	ENVIRONMENTAL ISSUES: (1) impact of High Technology on the post-industrial landscape; (2) effects on the natural and man-made environment of consumerism / commercialism: pollution; tourism and scenic engineering.	SHARED ISSUES EMERGING OVER TIME: Response to Imperialism. Problems in post-industrial society of the Protestant Ethic. Problems of religious and ethnic minorities. Problems of safeguarding national integrity/areas of interest/systems. Democratic representative government/the individual and the group.	SOCIAL ISSUES: The ethnic, family and language roots in Europe of US citizens. Shared culture, both "High" and "Popular". Issues of the Consumer Society. Importance of the media and High Technology on values, attitudes and life-styles. Growing pre-eminence of a plutocratic meritocracy.

TWENTY GOALS FOR TEACHING ABOUT EUROPE

KNOWLEDGE

1. To provide pupils with some understanding of the European landscape and the principal differences and similarities of the physical environment and life-styles.

2. To enable pupils to understand the variety of pattern and process in human settlement and forms of production.

3. To examine political and economic trends and policies for their present and future effects upon European society.

4. To convey awareness and understanding of the interaction between man and nature in the environment and its implications for the present and the future.

5. To ensure that pupils understand the degree of continuity and the concept of change over time as it has operated in Europe, and to comprehend the nature, causes and effects of change.

6. To foster an understanding of the significance, use and variety of evidence as the basis for subsequent judgement.

7. To foster a knowledge, where possible through direct experience, of the rich variety of Europe's cultural heritage.

8. To ensure that pupils are properly informed and understand the implications of Europe's pluralism and diversity and those organisations, institutions and ideas that make for greater unity and co-operation to counter conflict and division.

9. To help pupils understand the social structures and mores, the institutions, issues and problems of contemporary society.

10. To foster knowledge and understanding of those international trends, modes of thought and patterns of behaviour which are changing European society and are likely to affect the future of pupils as mature adults.

SKILLS

11. To enable pupils to speak at least one European language other than their mother tongue at a level that ensures effective communication.

12. To develop social skills in support of linguistic skills as a means to effective communication.

13. To reinforce basic learning skills and advanced cognitive skills.

14. To develop visual and imaginative skills in order to induce aesthetic awareness and appreciation of a range of cultural forms.

15. To provide opportunities for pupils to practice a range of political skills.

ATTITUDES AND VALUES

16. To make pupils aware of and respect the rich cultural heritage they share with other young Europeans.

17. To encourage in pupils appreciation of European values in general and in particular, democratic values such as tolerance and equality.

18. To develop in pupils greater empathy and awareness of the value of living in a multicultural pluralist society, while drawing strength from those movements, organisations and aspirations promoting unity within Europe.

19. To stimulate the development of empathy in order to generate greater understanding between people in Europe and a greater disposition to active co-operation.

20. To enable pupils to accept their responsibilities as citizens of Europe and to develop constructive attitudes towards pressing issues such as peace and human rights throughout the world.

4. TEACHING ABOUT THE USA IN EUROPE - SIX EUROPEAN APPROACHES

The European participants were asked to prepare, as a follow-up to the Washington Conference, either a course outline or a model lesson which could be used in teaching about the USA in secondary schools in Western Europe.

This chapter of the report contains a cross-section of the texts that had been received by the Council of Europe at the time of going to press. The texts illustrate six different ways of teaching about the USA ie through:

(i) a pupil-centred and co-operative approach;

(ii) history, geography and English as a foreign language;

(iii) a multidiciplinary approach;

(iv) a topic approach.

*
* *

4.1 "Ideas for studying the USA in Europe - a pupil-centred and co-operative approach" by David R. WRIGHT, University of East Anglia, United Kingdom

These ideas have been developed as a result of the Washington Conference and also in the course of teaching and teacher-training in the United Kingdom. In particular, they try to focus on:

(i) neglected themes;

(ii) themes that involve thinking and active learning;

(iii) some ideas for co-operative work between the United Kingdom and the USA;

(iv) current themes (whether they are called "Social Studies" or "Geography" does not worry me).

IDEA-ASSOCIATION: THE TERM "THE USA TODAY"

Purpose:

- to discover knowledge, misapprehensions, and gaps in knowledge;
- to begin to tackle the misapprehensions and gaps.

Method:

(i) pupils note down everything that comes to mind when the term "The USA" is mentioned. They write in ball-pen, for two minutes;

(ii) they change to pencils, discuss with their neighbours, and add to, or amend, their own lists;

(iii) the teacher (with blackboard or overhead transparency) lists all the topics noted down under the headings:

NATURAL RURAL URBAN

Beside each topic, note how many pupils included it in their original list;

(iv) misapprehensions are discussed, eg "The Wild West" is no longer wild, and Mexico is not part of the USA;

(v) gaps are discovered, eg:

- no mention of SUBURBS? Yet most Americans live in them;
- no mention of Spanish-speaking recent immigrants? Yet there are a large number of them;
- no mention of middle-class Blacks? Again, they are an important group;
- no mention of farmland? Yet the USA is the world's biggest food producer.

Conclusion:

Now we know a bit more and want to learn more!

UNDERSTANDING ASPECTS OF CLIMATE

(I wish to acknowledge the inspiration provided by a session with a similar theme at the NCSS Conference.)

Background:

European students know little of the location of the USA (so far south in comparison with Europe), and even less of its climate.

Objective:

to understand the contrasts of climate between the USA and Europe, and to try to understand some reasons for these differences.

Activities: (work from EAST to WEST)

Students take 60° North line of latitude and choose three towns in Europe and three in North America. There will be no problem finding towns in Europe, but there are hardly any in North America! Contrast the COLD, COLD winters in the USSR with the much milder winters in Norway. Discuss the reasons. Plot temperature figures for January and July on a graph. Similarly, contrast the COLD winters of Canada and the less cold Alaskan coast.

Students then take 50° North line and follow the same method. They discover that Scandinavia and the United Kingdom are "too far North", yet the USA is "too far South" to fit this line! Temperature figures are graphed and compared. Note the mild coasts face West (Atlantic in Europe and Pacific in North America), and the inland areas have COLD, COLD winters.

Students take the 40° North line. They will be surprised to discover that the far South of Europe is on the same line of latitude as the central USA. Compare Rome and Washington. The hot summers in Washington will then make more sense.

Then study an actual weather map (eg from "USA Today" colour newspaper of 18 November 1984). Amazing contrasts are discovered WITHIN the USA: MINUS 40° Farenheit in North Dakota and PLUS 70° in Florida at the same time. The lack of East-West mountain barriers in the USA means cold weather can sweep quickly South, and hot weather moves swiftly North. Note the heavy snowfall problems in Northern USA; and the cyclone and tornado problem in South-East and Central USA. The need for air-conditioning begins to make sense.

EXCHANGE OF RESOURCES

Method:

(i) ten pupils in a European class draw a picture of their house with the people looking out of the windows. Name the people;

(ii) ten pupils draw a plan of their house, labelling the rooms, etc;

(iii) ten pupils make a map of the area in which their house is located;

(iv) all 30 pupils in the class make a list of "What I like" and "What I don't like" about their district;

(v) the pupils say a few things about themselves and where they live onto a tape, and ask questions.

All these items are sent to a US class, and the pupils in the USA reply in a similar way.

Each class writes down 10 things that they have learned. Pen-pals may also develop.

Conclusion:

This works! It gives a new purpose to a study of the local environment. It helps pupils to see their own environment in a new light, and it makes them feel that the USA is real - with real places and real people! We tend to overestimate pupils' knowledge and understanding of big topics. This "concrete", "real", local approach works MUCH better.

STUDYING TOWNS IN THE USA AND THE UK - A MAP-BASED EXERCISE

My impression is that towns are a neglected theme on both sides of the Atlantic and that map-study is perhaps neglected in the USA. This is an attempt to provide a lesson-plan that would be interesting and useful on both sides of the Atlantic.

Materials:

(i) extracts from one inch to one mile maps from the USA and the United Kingdom (or similar scale eg. 1:50.000);

(ii) a card "view-finder" that has a cut-out square of one square inch, thus revealing one square mile of territory when put on the map.

Method:

(i) choose two cities of roughly similar size. One in the United Kingdom and one in the USA, for which maps are available;

(ii) study the two city centres, choosing a random sample of the one-mile square. What are the major contrasts? (grid-iron street pattern in the USA; random pattern in the United Kingdom);

(iii) in the same way, study an inner suburb. There will probably be a grid-iron pattern in both countries. Contrast the density by counting the number of roads that intersect two sides of the "view-finder". The density will be greater in the United Kingdom;

(iv) In the same way, study an outer suburb. Again the density will be much greater in the United Kingdom.

Conclusions (from the discussion):

(i) there are major contrasts in the city centres. This could be linked with the history and purpose of towns in the two countries;

(ii) the inner suburbs are similar in structure but lower in density in the USA;

(iii) the outer suburbs have a much lower density and there is much more sprawl in the USA.

(This could lead to the study of themes such as "urban growth", "city transport", etc.)

Development:

Follow up the map study with photographs of typical city scenes.

A TENTATIVE "AMERICAN" THEME FOR RELIGIOUS EDUCATION IN THE UNITED KINGDOM

Religious Education is compulsory in schools in the United Kingdom, and an American dimension would be possible.

The US origin of many hymns sung in school assemblies in the United Kingdom is relatively unknown. For example, are pupils aware at Christmas time that both "It came upon a midnight clear" and "O little town of Bethlehem" come from the USA? The new popularity of "Joy to the World" at Christmas is interesting. This 18th Century hymn by the Englishman Isaac WATTS, had long fallen out of use in the United Kingdom and has been re-introduced via the USA.

Other hymns sung in assemblies are from the Blacks of the USA, eg. negro spirituals.

Some pupils may know some of the 19th Century American revivalist hymns.

Good poetry from the USA has also been used as hymns - eg. "Dear Lord and Father of Mankind" and "Immortal Love forever full" (both by J.G. WHITTIER).

Important concepts are the variety of American religious verse and American hymns, and its quantity (largely unrecognised) in common usage in the United Kingdom.

ASK THE PUPILS TO EVALUATE BOOKS

The pages on "the United Kingdom", "Belgium" or "France" from three or four "World Geography" books used in US schools are sent to a teacher in the United Kingdom, Belgium or France.

The pupils are asked to comment on the text:

(i) does it fit their perceptions?

(ii) are any items over-emphasised?

(iii) what is left out?

(iv) is the picture given too positive or too negative?

(v) do they "recognise" their country?

The results are sent to a class in the USA, with the "USA" part of three or four textbooks used in schools in the United Kingdom, Belgium or France. The American pupils evaluate them.

Although there will be some time-lag, and some problems with translation, this exercise does NOT take long. It DOES give pupils interesting opportunities to evaluate rather than just receive, and it leads to more knowledge and understanding both of their own country and of the USA. Most importantly, it teaches that textbooks are not always "THE truth".

4.2 "The USA from Independence to the Civil War - an example of a history course for a Danish High School Class in their second year" by Niels GULLBERG-HANSEN, Headmaster, Stenløse Amtsgymnasium, Denmark

In the Danish school system, the students do not follow courses to acquire credits. They join a three-year programme with a set curriculum with rather few options. One of the compulsory subjects is world history.

The requirements in History are that the students must read five periods. At least one before 1500; another one must be Nordic history; and a third must be non-European. General history and all Nordic and world history after 1930 must be read consecutively. Social studies must be part of the course.

US history is a commonly used and popular subject. As it is non-European, it, thus, covers one of the prerequisites. It is essential in so far as it deepens the understanding of an area which is important to Denmark. It is a culture which has a rich source material and is understandable for Europeans without too much background information. As many of its focal points have been dramatised in books, plays and films, it is well suited to show the difference between myth and reality. In a Danish context, it has the added advantage of presenting the sources in a language which is being taught as the first foreign language, thus offering a training possibility in English. It lends itself readily to an interdisciplinary approach.

The course presented in the following pages is not very original. It represents a typical teaching sequence set up by Danish teachers in a Senior High School (Grammar School). The forms of work: discussion in class, group work, assignments for single students, visits to museums, feature films, etc.

The programme will be used in practical teaching in my 2a class. "2a" means second year on the language side, and the

class has 18 girls and 4 boys. Until now, they have read about Ancient Greece and Renaissance Denmark, so this is a new type of area for them. They have followed the US Presidential Election on television and in the papers.

Skills and knowledge:

- to analyse primary source material;
- to acquire knowledge about the human condition in the past;
- to acquire knowledge about key areas in the shaping of contemporary US society;
- to acquire knowledge about the American Constitution and of the system of checks and balances, and to compare this system to the European system of parliamentarism;
- to be able to form hypotheses and syntheses from the material, to detect bias, and to find similarities in and differences between systems.

Attitudes:

- to form a more sophisticated and precise picture of social problems, and to take a critical interest in value problems past and present.

Plan:

The aim is to show the background to the Civil War and to discuss the consequences and the different interpretations of the whole period. The material is sorted out chronologically in each unit.

Documentation:

Sources and background books are mentioned at the place where they are used. Source material will take up 75% of the time foreseen for the course.

Time:

Each unit is supposed to last one week (three periods). The total course will, therefore, take 10 weeks because one week is used for an initial discussion on the USA today to place the units in a contemporary context.

UNIT ONE: INDEPENDENCE AND THE CONSTITUTION

Material:

- Short excerpts from John LOCKE and MONTESQUIEU;

- The Declaration of Independence;

- The Constitution;

- The Declaration about the US Territory North West of the Ohio River of 13 July 1787.

The students analyse the material to try to find the pattern of checks and balances, to describe the power and responsibilities of the different parts of the system of government, and to look at the rights of the individual and the rule of law.

A comparison is made with the latest election to see the rules at work.

UNIT TWO: THE EXPANSION BEYOND THE ALLEGHENY MOUNTAINS

Material:

- John Mason PECK: "The new territories in the West" (1837);

- the Cherokee appeal about justice of 1813;

- the Cherokee answer to President MONROE in 1823 (in R.S. COTTERILL: "The Southern Indians", 1954);

- President JACKSON's Seventh Message to the Congress (7 December 1835);

- George CATLIN: "Letters and Notes on the Manners, Customs, and Condition of the North American Indians", 1857;

- ANNALS of CONGRESS: James TALMADGE RIDER to the Law about the Admission of Missouri to the Union 1818 and comments on TALMADGE's proposal from Representative Charles PINCKNEY, South Carolina, 14 February 1820;

- Rufus KING: "The Substance of Two Speeches on the Missouri Bill" (from Niles Weekly Register of 4 December 1819).

UNIT THREE: ECONOMIC DEVELOPMENT

Material:

- Statistical material on: Immigration, Industry (census figures 1860), Cotton production percentage and per capita production and export figures 1790-1860, other export (American Historical Statistics and Stuart BRUCKEY: "Cotton and the Growth of American Economy 1790-1860", 1967).

- As a case study: the discussion about customs: South Carolina protest against the customs laws 19 December 1828; South Carolina's parliament votes to abrogate the Senate decision to raise customs of 24 November 1832; Declaration of President JACKSON on the South Carolina step of 10 December 1832.

UNIT FOUR: SLAVERY

Material:

- Tables on the population distribution according to races and regions 1790-1860; slave-owners; prices of slaves;
- Joseph Holt INGRAHAM: "The South-West by a Yankee", New York 1835;
- F.L. OLMSTED: "The Cotton Kingdom";
- "The Law against teaching slaves to read and write", North Carolina;
- William HARPER: "Memoir on Slavery", 1837;
- L. FISHEL & B. QUARLES: "The Negro American", 1967;
- Negro Spirituals.

UNIT FIVE: POLITICAL DEVELOPMENT

Material:

- Standard works in Danish on American History used in group work;
- L. FISHEL & B. QUARLES: "The Negro American", 1967;
- "The Anti-Slavery League Charter", pp 174-76;
- B.FEDER:"Viewpoints: USA", 1967.

UNIT SIX: THE CONFLICT IN THE FIFTIES

Material:

From general history books:

- the Kansas-Nebraska Law of 1854;
- the John BROWN Incident;
- US STATUTES AT LARGE, IX (1850): Compromise proposal from Senator CLAY, Kentucky; CALHOUN,South Carolina

4 March 1850 on the compromise proposal; Daniel WEBSTER, 7 March 1850 on the proposal; William SEWARD, New York on the proposal, 11 March 1850; the Kansas-Nebraska Law;

- Edward Everett HALE: "Memoirs of a Hundred Years" (New York, 1902);
- DE BOW's REVIEW, May 1856: Appeal from the Lafayette Emigration Society;
- The Dred SCOTT Case before the Supreme Court;
- the DOUGLAS-LINCOLN Debate in FEDER: "Viewpoints: USA", 1967.

UNIT SEVEN: THE PRESIDENTIAL ELECTION 1860 AND THE SECESSION

Material:

- Statistics on the political parties in a period before the election and on the election itself;
- the South Carolina Declaration of the Causes of the Secession;
- the Confederate Constitution;
- BARNARD & HODGES: "Readings in Modern World Civilisation".

UNIT EIGHT: THE WAR AND THE AFTERMATH

Material:

History books and fictional and non-fictional material collected by the students in groups.

UNIT NINE: SOME VIEWPOINTS ON THE CONFLICT

Material:

- James Ford RHODES: "Lectures on the American Civil War" (New York, 1913);
- Alexander H. STEPHENS: "A Constitutional View of the War between the States" (Philadelphia, 1868);
- Charles A. BEARD: "The Rise of American Civilisation" (1927);
- James G. RANDALL: "The Blundering Generation" (The Mississippi Valley Historical Review, 1940);

- Arthur M. SCHLESINGER: "The causes of the Civil War: a note on Historical Sentimentalism" (Partisan Review, 1949);

- Eugene D. GENOVESE: "The Political Economy of Slavery" in "Studies in the Economy and Society of the Slave South";

- William R. BROCK: "Conflict and Transformation: the United States 1844-77", Pelican History of the USA;

- Henry Steele COMMAGER: "Documents of American History", Vol. 1;

- Virgil J. VOGEL: "A Documentary History of the American Indian";

- A. WEINSTEIN & F.O. GATELL: "American Negro Slavery: a Modern Reader";

- overhead transparencies, maps, slides, material from the United States Information Service, films.

Assessment:

There will be a final test in essay form. Multiple choice tests are very little used.

4.3 "Teaching about the USA in secondary schools in Western Europe - a Scottish perspective" by Alastair ROBINSON, Lecturer at Jordanhill College of Education, Glasgow, and Vice President of the Scottish Association of Geography Teachers

In attempting to construct schemes of work for teaching about the USA in Europe, the first point which has to be borne in mind is the diversity of school organisation and curricula in European countries. This is particularly the case in the Social Subjects. For example, Geography remains a single discipline in some school systems while, in others, it is losing, or has already lost, much of its identity and is only a contributor to "Social Studies" or "Humanities" courses. At least in Europe, Geography has not lost its identity altogether, as it has in some parts of the USA, where it is subsumed within "World History".

Bearing in mind the variety of approaches to teaching Social Subjects in Europe, one must first identify aims for teaching about the USA to children in European classrooms. Those that are set out below are for the teaching to children of 11 years upwards:

(i) to make the student aware of the location, size and variety of environments in the USA;

(ii) to make the student aware of the history of the USA and how this is reflected in the multi-cultural nature of US society;

(iii) to make the student aware of contrasts and similarities between their home country and the USA, especially in terms of constitution, status as a world power, and contemporary social issues;

(iv) to make the student aware of the influence that Europe and the USA have, and have had in the past, upon each other's culture;

(v) to break down Europeans' stereotyped ideas about the USA.

One would normally proceed to develop objectives (or "learning outcomes") from such broad aims. However, it is inappropriate to do so because in this paper what is being suggested as possible content for teaching about the USA in Europe is inevitably expressed in very broad terms. Any school-based course would have to develop the various themes and topics in much greater detail in order to make the course teachable. It is possible to identify two basic concepts upon which such objectives would most probably be based:

(i) ideas of similarities and differences between Europe and the USA;

(ii) ideas of diversity within the USA.

Other concepts from which objectives would emerge if the course had a predominantly historical approach might include:

(iii) the peopling of the USA from its own native peoples to immigration in the mid-20th Century.

The course could also be based upon environmental or resource themes, and, for these, objectives would be drawn from concepts such as:

(iv) the USA as a major producer and consumer of world resources;

(v) the USA as a country experiencing serious problems of possible environmental pollution.

Courses with a more sociological basis would produce objectives based on concepts related to social problems - both contemporary and historical, eg;

(vi) the USA as a country aiming at world peace yet divided internally by racial tension between Whites, Blacks, Hispanics and native Indians.

The above concept would also provide objectives for courses involving peace studies; those based upon human rights or women's rights would have different objectives.

The outline course set out in the remainder of this paper is an attempt to define the major topics which European students of age 11-18 perhaps ought to study at some time. It is not intended to be a continuous course set within an academic year, nor is it envisaged as being truly "spiral" (as after BRUNER, BLOOM, et alia). It is simply an attempt to describe those aspects of the USA to which the average European should be introduced in secondary schools.

The principal themes are not set in any "ideal" order, although the general pattern is one which appeals to many teachers because it progresses from an initial study of stereotypes (to be destroyed or changed as the course proceeds) through the basic geographical processes of location and environments, people past and present, contrasts in political systems, world status to contemporary social issues. Many of these contemporary issues bring the classroom discussion back to European stereotyping of US life, thus completing the circle from the opening section.

Theme I - Stereotypes

If anything is true of European impressions about the USA, it is that these impressions are largely based upon stereotypes. Relatively few Europeans have experience of living in the USA (even on holiday), but nearly every European has very fixed ideas about the USA, its environments, its people and its lifestyles. Generally, however, the accuracy of these ideas is well off the mark. Just as many adults think that they know all about teaching because they went to school, so many Europeans think that they know all about the USA because they have seen it on television or in the cinema.

When asked to describe life in the USA the average European school student will base his/her answer upon a number of stereotyped perceptions. These are most commonly culled from such television series as "Dallas" or from Disney "Look at Life" style films of National Parks, or from travel brochure images of Florida. Some may have stereotyped images based upon literary or historical interest. Whatever the sources of such perceptions, it is the duty of the European teacher to remould the stereotyped visions into more realistic perceptions.

Collecting and identifying students' stereotyped perceptions can be fun. This can make a good introduction to studies about the USA, but the students must subsequently be shown where their stereotypes are wrong. The good teacher will do this

throughout the remainder of the course, so that the course can be concluded by a discussion of the extent to which the students' perceptions have been changed by the course and its contents. Such a discussion will also provide the teacher with an evaluation of the course (and of his/her teaching). The result may well be a re-appraisal of the aims or concepts or objectives of the course, or simply of some of the learning materials or teaching strategies incorporated within it.

Theme II - Location

No study of an area, local or distant, should begin without a basic study of location in the global context. This is easily done for the USA, and it should be accompanied by the insistence that, because the USA is only part of the North American continent, it should not be referred to as "America". This is equivalent to the misnaming of the United Kingdom as "England" or of the Netherlands as "Holland".

The enormous size of the USA should also be considered, as should population size and density. Thus, such statistics as:

Area: 9.3 million square kilometres
Population: 219 million
Population density: 23 persons per square kilometre

should be noted and compared with those for one's own country and with those for Europe as a whole. As the USA is a country, the former comparison would be the more meaningful.

A final point about location. A variety of teaching resources should be used - not only Mercator maps with the Greenwich Meridian (or the Atlantic Ocean) in the centre. Maps centred on the North Pole or the Pacific Ocean or globes show a truer picture of the spatial relationships between the USA and, for example the USSR, Japan, Korea and China.

Theme III - Environmental Diversity

Given the large latitudinal and longitudinal range of the USA (setting Alaska and Hawaii in their true perspectives here), the student should easily become aware of the resultant diversity in the physical geography of the USA. As with every other theme, it is not possible in this paper to suggest in detail the specific content which may be taught. However, it may be helpful to lay down some ground rules for this topic because it is fundamental to the development of understanding in so many of the subsequent themes. Always with the aid of an atlas, the student ought to be made aware of the following:

(i) major physical landscapes - Atlantic/Gulf Coastal Plains
Appalachian Mountains
Interior Lowlands
Rocky Mountains
High Plateaux
Pacific Mountains

(ii) major climatic influences - location (latitude, distance from the oceans)
topography
air masses
prevailing wind and pressure systems

(iii) major climatic types - cool temperate East Coast
warm temperate East Coast
cool temperate continental
mountain
desert
cool temperate West Coast
warm temperate West Coast

At this point, discussion of climatic hazards common in the USA could be introduced viz: drought
floods
frost/snow
hurricanes/tornados.

A geographical study of the USA would probably proceed to deal with the "natural regions" related to natural vegetation, and it should be remembered that natural vegetation is dependent upon such other factors as soil and climate. Six natural vegetation regions can be identified: - northeastern forest
southeastern forest
grassland
arid land
western forest.

If maps of each of the topics dealt with in this theme were compared, the inter-relationships between physical climatic and natural vegetation regions would be revealed.

Theme IV - Human Response

The study of environmental diversity will prepare the student for this theme by providing an awareness of the physical background on which socio-economic events and activities take place. It may be overly deterministic from a geographical point of view to say that the entire social history of the USA is the direct result of environmental factors, but, when these are studied alongside evidence of human activity, the latter can be seen to be related to the former, often very directly. The traditional way of life of the Alaskan Inuit or of Plains Indians can be seen as reflection of their environment. The Indian nations reflect this view: different tribes lived in quite different environments and responded to them in different ways. The eastern forests were inhabited by farming tribes like the Iroquois, the grasslands by buffalo hunters like the Sioux, etc.

This human response also varies according to time and technology. The next theme looks closely at the peopling of the USA by immigrant groups, but, in this theme, one can compare the Indian response to the grassland environment with that of the 19th Century white farmer and settler with his newer farming

techniques and his different ideas about optimum land use. These led to the classic "cowboy v. Indian" situations.

The human response to the environment further reflects the availability of natural (mineral) resources. The fact that deposits of coal, iron ore, gold or oil are not ubiquitous is well illustrated in the economic development of the USA through the 19th and 20th Centuries, and in the emergence of the industrial northeast as one of the world's major industrial regions.

Mention could be made either here or in Themes V or VIII of the urbanisation of the USA, and of the problems related to the post-industrial inner city.

This theme may be seen as having two focuses:

(i) a spatial dimension in which human response reflects environment and resources;

(ii) a temporal dimension in which technological developments and economic demands in particular interact with the environment in "gold rushes", coal mining development, etc.

Theme V - The Peopling of the USA

Mention has already been made of the native population. This theme sets out to explore the growth of the USA through immigration over a long period of time.

Immigration into the USA can be divided into a number of sub-themes eg:

(i) early European settlement - Spanish, French, Dutch and British from the 15th to the 18th Centuries;

(ii) the "Great Migration" from about 1830. The reasons for this major movement of people to the USA should be studied - unemployment and political and religious persecution in Europe, and they should be compared with the perceived attraction, often exaggerated, of a "new life in the USA";

(iii) 20th Century immigration - especially of Hispanic groups;

(iv) the ethnic groups and attempts to "Americanise" immigrants.

Alongside the influx of people, the settlement of the country from East to West (with the exception of Spanish California) should be considered. Such events as Independence,the Louisiana Purchase, the annexation of Texas, the Oregon Treaty and the Alaska Purchase are some of the events that ought to be noted.

Immigration should be linked with population growth and its implications. Either here or in Theme VIII, the phenomenon of internal migration within and adjacent to cities could be mentioned. The results, in some cities, of ethnic concentration in ghettoes is an important aspect of contemporary US life.

Theme VI - The US Political System

The heading of this theme is largely self-explanatory. As there are variations in political systems within Europe, teachers in the various countries would probably wish to compare their own system with that of the USA. The central position of the US Constitution is obviously a major contrast with many European countries, and the structure of the US government, the Bill of Rights, political parties and election procedures would provide interesting studies for European students.

The very important concept that the USA is a single country - unlike the European Economic Community with which it compares in population size - could be included here or in the next theme.

Theme VII - The USA as a Global Power

Following reinforcement of the concept of the USA as a single nation, European students should proceed to look at the USA as a global power. The role of the USA through such events as the Monroe Doctrine, the two World Wars, and the concept of "new imperialism" will lead on to ideas of the USA as a super power. This is something that is vastly different from the case of the average Western European country! The super-power concept can be used to illustrate the increasing US interest in areas other than Europe - in Central and Latin America for instance. Allied to this is the strength of the USA in world economic terms, through international aid, multi-national companies etc. The US military role would be examined in the next theme.

Theme VIII - Contemporary Issues

A number of topics could be developed under this heading. Among the most obvious are:

(i) race;

(ii) peace;

(iii) the role of women;

(iv) the over-exploitation of resources;

(v) US influence in consumer societies;

(vi) the widening gap between rich and poor.

Such topics will have a number of outcomes. They will help destroy stereotypes, they will reinforce the global "superpower" status of the USA, they will demonstrate the democratic nature of the US political system, they will help

European students to understand the change in emphasis in the US's foreign policies from a Euro-centric focus to one on Central and Latin America. By now, such common European images and stereotypes as those listed by one of the working groups at the Donaueschingen Seminar in October 1982 (Page 35 of the report) should have been replaced by an awareness of actual US values listed on Page 36 of the same document.

Conclusion

Teaching about the USA in Europe is complex. Some parts of Europe may experience distinct anti-US feelings in response to perceived over-involvement by the USA in defence or economic matters. The aims set out earlier provide a framework on which European teachers can build US studies. The themes are suggestions as to how US studies might be structured, but no general scheme such as the one described above is satisfactory in itself. Some teachers will identify omissions, while others will criticise over-emphasis on certain factors. Whatever their views, this paper tries to describe the hopes of the European and US educators who met in Washington to find ways to help their pupils to know more about each other.

4.4 "Teaching about the USA in Norwegian Upper Secondary Schools - suggested course outlines for use in English as a foreign language" by Alf BARTVEDT, Teacher of English, History and Social Sciences, Bø vidaregåande skole, Norway

Introduction

Although aspects of America are taught in the social sciences at the upper secondary school in Norway, I have chosen to confine myself to the teaching of English as a foreign language. I do this for two reasons:

(i) in the teaching of English, there is a long tradition of stressing the interdependence of the study of language, literature and civilisation;

(ii) English is the only secondary school subject in which it is essential and possible to present a general introduction to life in the United States.

The upper secondary school in Norway consists of three years of education catering for, broadly speaking, the age-group from 16 to 19. Schools or school divisions fall into three categories giving:

(i) a general theoretical education;

(ii) vocational training related to commercial life;

(iii) vocational training oriented towards industry.

My concern is with education aimed at the first alternative, ie a general theoretical education providing the intellectual training and factual basis for further theoretical studies at the post-secondary school level.

Within this kind of secondary school, students choose, after a first common year, from among three main fields of study: Natural Science, Social Science, and Arts. However, many subjects are compulsory and common to all students, irrespective of their special field of study. It is the degree and extent of concentration and specialisation that differentiates from one student to another.

My suggestions for course outlines for the teaching of the USA are based on the existing curricular requirements as laid down by the central educational authorities and which hold good for Norway at large. No changes are necessary in today's curricula to introduce the course outlines, which take account of the ideas and suggestions launched at the Donaueschingen and Washington Conferences in 1982 and 1984, of my own experience as a practising teacher, and of the insight that I have gained over the years as a compiler of English textbooks for secondary schools.

English as a foreign language

The teaching of English at the upper secondary level consists of a compulsory basic course over the first two years with four and three lessons respectively, and either an optional secondary course over the two final years with three and five weekly lessons or a final-year course consisting of three or five weekly lessons. The system can, thus, be illustrated as follows:

Alternative 1	1st year		2nd year		3rd year	Reading
Basic course	4	+	3			ca.300 pp
Secondary course			3	+	5	ca.400 pp
Total	4	+	6	+	5	ca.700 pp

Alternative 2	1st year		2nd year		3rd year	Reading
Basic course	4	+	3			ca.300 pp
Secondary course					3/5	ca.130 pp
Total	4	+	3	+	3/5	ca.430 pp

Alternative 1 is for those students who want the deepest concentration in languages and who choose the Arts side. The two optional third-year courses are aimed at Natural Science and Social Science students respectively. They want to improve their command of English, and the contents of the courses are coloured by science-related themes.

For the basic two-year course, it is specified that at least one third of the required reading should be factual prose, and it is implied that the students ought to have some knowledge of life in the English-speaking world.

For the two-year optional secondary course, the requirements are more specific. At least 50 pages dealing with life and cultural relations in the USA and Britain must be submitted for the final exam. A selection of modern American (and British) short stories are required reading, and samples of pre-20th Century literature must be included.

In the one-year optional secondary courses, no specifications are given about the teaching of the USA.

In theory, this gives teachers and students ample scope and freedom to choose and include American themes. For the more ambitious and well-informed teacher, this may be a good starting-point. For others it may mean the right to choose a safe path and to opt for whatis simple and popular. If the teaching of the USA is to have a deeper significance than merely just to teach something about the USA, there must be some kind of consensus about what to teach and what we want to achieve by our teaching. What kind of factual knowledge and attitudes, in addition to language skills, do we want to develop in our students? What common cultural platform is needed to enable our students to grasp and digest some of the American influences in today's world? What background knowledge about the USA is needed to instil some discriminating sense into our students with regard to the impact of the USA through the mass media?

These and similar questions are essential as a basis in defining teaching aims. Tentatively, these aims may be listed as follows:

(i) to provide a factual basis for the insight and perspective that are needed if students are to develop some understanding of American society as well as a discriminating attitude to the broad spectrum of media impressions that they receive from and about the USA;

(ii) to bring out the diversity, scope and distinctiveness of the American nation;

(iii) to underline the common heritage of the USA and Europe and their past and present interdependence;

(iv) to stimulate a comparative approach to the study of the USA, thereby challenging and defending one's own attitudes and values;

(v) to demonstrate the importance of teaching English as a foreign language in a cultural context.

Bearing these aims in mind, I suggest that the following thematic groupings should be included in the various English courses that are at present being taught at the upper secondary school level in Norway. It should also be kept in mind that these courses are primarily language courses and that, at this stage, all teaching material- whether written, visual or oral/ aural - must be simple. As such material is very often adapted, we run the risk of oversimplifying and of distorting complex and controversial issues. Similarly, it must be remembered that in all three courses texts or material dealing with American themes constitute only a part of the syllabus.

Course outline for the compulsory basic course

At this stage, the focus is on contemporary America and issues related to the students' own experience in life.

(i) Everyday life

- the American family;
- going to school - elementary and high school;
- popular sports - eg football, baseball;
- spare-time activities - eg part-time jobs, voluntary social work, church activities;
- popular culture - music, TV, movies.

(ii) Contintental USA

- the size and topography of the USA - states and regions, urban areas, places of special interest;
- physical characteristics of the different sections - climatic variations;
- regions and major industries - agriculture, heavy industries, light industries.

(iii) The People

- today's multi-ethnic society - recent immigration;
- present-day population trends - demographic patterns;
- the Scandinavian connection - finding one's roots.

(iv) Design for Democracy

- an outline of the political system - the Presidency, Congress, elections;
- State and federal power;
- the USA as a world power - trade and politics.

(v) Multi-media Impressions

In addition to facts, views and opinions related to the above mentioned topics, students should be exposed to such diverse cultural influences as:

- some short stories written for American teenagers;

- a recent American movie;
- a TV soap opera;
- samples of TV commercials;
- samples of American rock music.

Course outline for the optional secondary course 1

Thematic groupings are based on but go beyond the basic course. The approach is more analytical, and the themes provide a wider perspective.

(i) Everyday Concerns

- beyond high school - further education, pursuing a career, the labour market;
- working America - the role of labour and labour relations;
- law and order - crime, urban problems;
- health and welfare - social security, health insurance, private and public spending.

(ii) The Population

- the immigrant past - waves of immigration, attitudes to immigration, a melting pot or a salad bowl?
- from "Snowbelt to Sunbelt" - population shifts and internal migration;
- still the "Promised Land" - immigration today, cultural pluralism;
- minorities past and present - Indians, Blacks, Hispanics;
- the role of women in contemporary life.

(iii) Business and Economy

- American farming - feeding the world;
- technological progress - cars, communications, space and electronics;
- multi-nationals;
- the consumer society - mass-production and consumerism.

(iv) Political System

- political parties and pressure groups;
- Capitol Hill;
- the White House;
- local government - State and county.

(v) Value System

- the American Dream - a land of opportunity and abundance;
- the self-reliant man - individualism;
- rights and freedom;
- religion and community life;
- the USA as a world leader - the guardian of democracy.

(vi) Multi-media Impressions

As part of the course, all students should be exposed to a variety of multi-media impressions such as:

- a set of selected short stories by well-known American writers;
- a popular American novel;
- two American movies, including a Western;
- a class presentation of highlights of jazz;
- a class presentation of popular American songs;
- slides or video programmes showing some masterpieces of American painting;
- a visual presentation of aspects of American architecture;
- a video showing of an American play or musical.

Course outline for the optional secondary course 2

This is a final-year course with a natural-science approach in its thematic selection.

(i) Science and Technology

- beyond high school - colleges and universities, pursuing a career;
- the automobile in American society - competition from abroad;
- going into space - space spin-offs;
- the computer age - Silicon Valley;
- medical breakthroughs - American contributions in medicine.

(ii) Wildlife and Environment

- the national park system;
- the importance of wildlife and nature to modern man - backpacking and mountaineering, "roughing it";
- ecological concerns in a technological society - cleaning up the nation, acid rain, environmental legislation, new sources of energy.

Course outline for the optional secondary course 3

This course has a social-science bias.

(i) Modern America

- a multi-ethnic society - cultural pluralism;
- a changing America - demographic changes in recent years;
- a classless society? Economic and social divisions, the other America;
- Big Government - State and federal power, elections and political parties, Congress and the White House;
- a welfare state? Social security and health insurance, public and private spending.

(ii) Business, Economy and Technology

- feeding the world - the importance of American farming;
- the USA and world trade - the mighty dollar, multi-nationals;
- the consumer society - mass production and consumerism;
- technological progress - space and electronics, oil and minerals;
- environmental concerns - environmental legislation, alternative sources of energy.

4.5 "A model for teaching about the United States by a Humanities Team" by Frank FITZ-GIBBON, History Teacher Burnley High School, United Kingdom

In practice, the question of whether we as Europeans should know more about the United States can be taken for granted because the significance of the United States is sufficiently self-evident to justify its study. The question should, therefore, perhaps be redefined to ask what aspects of American Study should be emphasised given the requirements of European pupils.

Here lies the crux of the problem.

In setting priorities about the essential aspects of a study of the USA, we are, by implication making all kinds of judgements about what we regard as educational priorities in wider terms. Perhaps this is why the question of criteria for selection of what is essential to study about the USA always proves such a stumbling block. Nevertheless, this is the problem that must be addressed, and it must be addressed directly.

At the Tallberg Seminar in 1984, the participants came close to specifying contrasting values as the key educational objective for teaching about the United States in Europe. Indeed, it might be argued from the point of view of the Humanities, that most - if not all - of our teaching is directed ultimately to the acquisition and articulation of the attitudes and values of a culture and to provide awareness of alternative value systems against which to test those of the domestic environment. In this way, the meaning of "humanity" can be elucidated in something like its true sense. If it can be agreed that this is our starting point, then perhaps sufficient clarity of purpose can be determined to make a genuinely interdisciplinary approach not only feasible but essential to the attainment of our educational goal.

The question is not fundamentally one of methodology or resources. Each teacher is a specialist trained to a particular discipline, and each discipline has its distinctive methodology, concerns and priorities. Any of these disciplinary specialisms

can be made a vehicle for American Studies in a general sense. Our sense of sequence needs to be reversed as follows:

(i) to identify the objectives and the learning outcomes;

(ii) to identify the relevant discipline, content area and data base;

(iii) to specify those aspects of the appropriate discipline which might be of use in attaining the specified learning outcome;

(iv) to deploy the appropriate resources and methodology peculiar to the discipline selected in order to promote the specified objective.

The detailed specification of pupil tasks was beyond the brief of the Donaueschingen, Tallberg and Washington Conferences - and rightly so. However, a stage of goal refinement can perhaps be located between the stages of philosophical generalisations regarding the desirability of learning about a particular field of study on the one hand and the detailed implementation of that educational goal tailored to individual schools and learning situations on the other. This might be termed the generation of an ORGANISING CONTEXT for the study. This is perhaps the most crucial stage of all, although it has frequently been glossed over in the process of the identification of objectives undertaken during the three Conferences.

This is, therefore, the area that is best suited for further work to build on the experiences of Donaueschingen, Tallberg and Washington.

The task that would seem to suggest itself is really one of providing a governing principle by which approaches, resources, methods, themes and knowledge can be organised prior to their translation into practicable schemes of study.

It would be possible to take the four key concepts of Margaret SHENNAN's paper as the starting point:

(i) Diversity;

(ii) Change;

(iii) Unity;

(iv) Similarity.

But, if we seek to show the range of diversity in the American experience as well as the continuity and distinctiveness of that experience and the ways in which it connects to European patterns of development, we are setting ourselves much too broad a task. We are still confronted with the necessity of choice and, hence, the necessity of refining still further the criteria on which that choice must be made.

We are, in fact, faced with a most difficult problem which confronts any project for curriculum innovation. It is often argued that prior specification of objectives defined as key concepts, competences and skills and attitudes must be defined prior to the selection of content. While this makes sense in theory, the relationship between concepts and selected content is symbiotic in practice - a fact which can be too often neglected. Certainly, content areas need to be specified with precision prior to beginning any detailed work on schemes of study, task setting, and modes of assessment. Yet those content areas need to be selected in advance in accordance with a pre-specified governing principle.

In order to illustrate the above problem and to advance tentative governing principles for teaching about the United States, I have prepared the following model for teaching about the USA by a Humanities team in a secondary school.

Theme:

Various responses by Americans to their environment and social, economic and political situations.

Aim:

A multidisciplinary approach designed to illustrate distinctively American values and attitudes and to suggest reasons why they are held. They may be very different from any European response to a similar experience.

Concepts:

(i) multidisciplinarity;

(ii) empathetic understanding;

(iii) cause and effect;

(iv) similarity and difference.

Requirements:

(i) Identify key attitudes and values which are taken to be distinctive to, or in some way typical of, the people of the United States.

Note: This will introduce considerable over-simplification, but it is not necessary to claim that these values are universal, merely that they are significant.

(ii) Identification of suitable vehicles for content and the factual knowledge needed to provide sufficient background awareness to illustrate the key attitudes suggested above.

(iii) Identify appropriate teaching strategies for the specified target-group of pupils.

These latter two requirements are discussed in detail below.

The aim would not be to incorporate specific aspects of history or geography as ends in themselves BUT to provide such a context of knowledge as seems necessary to facilitate understanding of how US values came to be formed. For example, we would not be concerned to give an overall picture of the development of US history, and we would not be concerned primarily with the causation of later events by earlier situations or decisions. We would emphasise those historical experiences of Americans relevant to the formation of commonly held values in American society. These experiences need not necessarily include the most dramatic incidents in American history, although such incidents may be useful as a stimulus to facilitate pupil interest in an historical event or period which was chosen because of its importance in shaping a particularly distinctive viewpoint.

Three suggested vehicles:

1. Americans and the Land.
2. Americans and the City.
3. Americans and the World.

AMERICANS AND THE LAND

Values illustrated:

- attitudes to minority groups;
- attitudes to law;
- individual responsibility;) "THE FRONTIER SPIRIT"
- self reliance;)
- the right to bear arms;
- distrust of central government.

Necessary awareness:

(Understanding of background material)

(i) Climatic conditions of "The frontier":
- types of occupation possible;
- "Ranch", "Homestead".

(ii) Dangers confronting settlers:
- natural hazards;
- climatic variations;
- Indians;
- other kinds of settlers: cattlemen
  rail-owners
  homesteaders.

(iii) Treatment of other groups:
- dislocation of Indians;
- Range Wars;
- populist protest against banks, railroads.

(iv) Settlers and government:
- independence and isolation of many communities;
- coming of legal systems, statehood.

Model of approach:

Identify:

(i) ASPIRATIONS;
(ii) PROBLEMS confronting those ASPIRATIONS;
(iii) SOLUTIONS to those PROBLEMS.

Possible Techniques:

(i) Use of mythic stereotypes: "the ruthless cattle baron"; "the honest farmer"; "the corrupt politician"; "the fearless lawman"; drawn from the Old West and modern sources also.

(ii) Identification of HERO figures: THE COWBOY, MARSHALL, CAVALRY CAPTAIN, PIONEERS.

(iii) Use representative biographies to confirm or challenge the myths; Davy CROCKETT, George CUSTER, Wyatt EARP, the DONNER Family ....

(iv) Simulate conditions of a frontier town (see the United Kingdom Schools Council "American West" computer simulation exercises) to illustrate what decision had to be taken by individuals and groups and how those decisions were taken.

(v) Use case histories of frontier towns (Lawrence, Kansas in the 1850s, the Lincoln County Wars, etc) to illustrate the realities of frontier life.

(vi) Use memoirs, reminiscences, contemporary fiction to provide viewpoints of priorities in frontier life.

(vii) Use speeches of contemporary politicians circa 1830-1890 to illustrate dominant issues of the day, eg the Republicans and the Homestead issue 1860s, the Democrats and farmers credit 1880s.

Conclusion:

The selection of this content area for patch or thematic treatment would be intended to show several things:

(i) Violence has been an accepted - and arguably, necessary - aspect of American life for a considerable period.

(ii) Many popular American heroes were men of violence or at least led active, adventurous lives during which they ran great risks.

(iii) The reality of frontier life led to respect for hard work, determination, and ability for self-defence.

(iv) The desirability of law was recognised although, at the same time, there were widespread desires to circumvent it.

(v) There was a desire for property and wealth, both as an indicator of living standards and as a status symbol, in a country which offered to many the realistic prospect of their attainment.

(vi) In attempts to achieve (v), Americans have a long tradition of ruthless disregard for the rights of the minority group.

AMERICANS AND THE CITY

Values illustrated:

- attitudes to wealth, status and inequality;
- attitudes towards morality corruption;
- tolerance and intolerance of ethnic diversity;
- attitudes to progress ("making it" in America).

Necessary awareness:

(i) Circumstances favouring the growth of cities in the USA:
- industries;
- population;
- geographic situation;
- economic development.

(ii) Distrust of cities by Nativists, Moralists, Agrarians.

(iii) Immigrant experiences in the 19th and 20th Centuries - Irish, Jews, Italians, Blacks, Hispanics.

(iv) Symbols of industrialism - US Steel, the Ford Motor Company.

Model of approach:

Identify:

(i) reasons for the existence of the city;

(ii) reasons to move to the city;

(iii) distinctive life-style of the city;

(iv) reasons to disapprove / approve the city as reality and symbol.

Possible techniques:

(i) Contrast life-styles of J.P.MORGAN or ROCKEFELLER with those of Italian immigrants circa 1900.

(ii) Explain the constant demand for labour in the 19th and 20th Centuries which pulled new groups to the city.

(iii) Contrast attitudes to survival in the city by examining memoirs and oral interviews with members of different immigrant groups and of migrant and native born groups.

(iv) Examine evidence of the distribution of jobs, housing, voting power among different (im)migrant groups in 1840, 1890, 1920 and 1960 and the incidence of violent crime in given districts.

(v) Use sample biographies of Captains of Industry (CARNEGIE, ROCKEFELLER) to examine:
- how their success is perceived;
- the methods used to gain this success.
The TYCOON simulation could be used to illustrate this.

(vi) Use material from reformist politicians (Progressives of 1910 to 1960s Liberals) to show dissatisfaction with undesirable aspects of city life.

(vii) Use material from Temperance, Prohibition and Anti-Vice groups to show distrust of city morals.

(viii) Use material from Nativist groups to demonstrate the city's identification with immigration in the American mind.

(ix) Use the simulation on "CITY HALL" to show the complexity of problems facing city officials, transport, police, welfare, finance etc.

(x) Use a quotation from Thomas JEFFERSON on the relative merits of city and rural life as a guide to the distinctive vision of an "un-american" way of life.

Conclusion:

This module on the American city would be designed to try to explain the paradoxical attitudes of many Americans towards "the CITY". Looking at its historical growth would suggest much about American perceptions of the CITY as being violent, foreign and indeed "un-american" places. On the other hand, materialism, ambition, respect for wealth and tolerance of ruthless business practice have become part of the American stereotype. Attitudes

of, and towards, rich and poor in the city cast much light on further paradoxical attitudes towards equality of condition and equality of opportunity in US life. There is much scope for debate on the paradox of the city and also on how many of the attitudes developed by, or in reaction to, city life are equally characteristic of an earlier rurally oriented America.

AMERICANS AND THE WORLD

Values illustrated:

- isolationism;
- hostility to non-American ideologies;
- positive support for the Armed Forces;
- generosity of US people and government.

Necessary awareness:

(i) Disparity of economic power in the 20th Century between the USA and much of the rest of the world.

(ii) The role of the USA in world production and in the consumption of energy and raw materials.

(iii) America's participation in major world events since 1941.

(iv) The role of the Military in American life over the past 40 years.

Model of approach:

(i) Identify America's perceptions of the rest of the world;

(ii) identify evidence of how in fact the United States interacts with the rest of the world;

(iii) contrast the perceptions and reality of this interaction.

Techniques and resources:

(i) Evidence of the reactions of the US government to world crises in 1938, 1950 and 1962 to show major changes in the scale in US involvement and in US perception of self-interest.

(ii) Mapwork - business interests and military bases in the world in 1910, 1940 and 1970.

(iii) Graphs and statistics of the US consumption of energy, materials and of US output as key economic indicators.

(iv) Evidence of recorded public opinion on:
- Communism in the 1950s;
- Vietnam 1965-73;
- the situations in the Arab world 1973-4 and Iran 1979-80.

(v) Case studies on:
- the Peace Corps in India;
- the My Lai Massacre;
- the C.I.A. in Central America.

(vi) The effects of US aid overseas:
- the Marshall Plan;
- food aid to the Indian subcontinent;
- military aid to Southeast Asia.

(vii) Published statements by perceived "hero figures" on the US world role eg MacARTHUR 1951, KENNEDY 1963, REAGAN 1984.

(viii) Commentaries, official and unofficial, showing how other nations perceive US influence, eg De GAULLE, ADENAUER, Prince SIHANOUK, ALLENDE.

Conclusion:

This unit would be designed to show:

(i) the scale of US economic and military involvement in the world and world reaction to this;

(ii) the changing nature of America's perception of its relationship with the rest of the world;

(iii) moral issues for Americans raised by the enormity of American power;

(iv) the persistent American trait of viewing the rest of the world as a hostile and threatening place;

(v) the unprecedented generosity of Americans to other nations in the perica following the Second World War;

(vi) the role of anti-communism and neo-Isolationism in America's perceptions of the world and in US foreign policy;

(vii) the challenge to the military man as HERO in the era of technological warfare;

(viii) the extent to which the US approach to other nations is compatible with the values of "frontier democracy";

(ix) the extent to which contemporary attitudes are logical extensions of earlier US value-perceptions.

A footnote on implementation and the target-group

It may be useful to speculate about the constraints and opportunities inherent in any such course being taught to:

(i) 12-14 year-old pupils;

(ii) 16-18 year-old pupils.

I would suggest at the outset that the problem is not essentially one of re-defining objectives but in appraising which approaches and materials are likely to be more effective with given age and ability levels. In the case of younger pupils, an approach through concrete situations and life stories might prove valuable. Pupils could be led to consider what famous individuals or composite stereotypes are regarded as important and to consider how these were similar to, or different from, each other and the pupil's own perceptions. Much use might be made of "agree and disagree" exercises as the basis for group work or class discussion. It should be perfectly possible to construct a fairly concrete picture of contrasting life-styles in the Middle West in the 1840s and the East Side New York in the 1900s, as well as to reconstruct a family's and a friend's feelings about a soldier in the Pacific War and one in the later stages of the Vietnam conflict. The key concepts of Change, Diversity and Continuity remain. The basic methodology of using possibly some extrapolation or prediction exercises. The only real variables would be the level of detail provided and the tasks demanded of the pupils as opposed to the answers provided for them.

With the later age-group, coverage can become more institutional in nature and introduce knowledge of governmental structures, as well as specific aspects of ideology. However, the major differences between the treatment of these themes for 17 year-olds from that of 13 year-olds lies in three aspects:

(i) in the use of different sources. The older pupil will be more adept at handling longer, more complex public documents and statements;

(ii) conceptual vocabulary for older pupils will present fewer problems. Words such as Liberty, Independence, Patriotism, Power and Progress become tools to use and not hurdles to surmount;

(iii) the exercises handled will tend to stress skills of analysis and synthesis - the elucidation of perceived connections and relationships.

Yet, even if the methodology will vary, the educational objectives for the Humanities teacher must remain constant irrespective of the level of treatment. If pupils are to be able to form judgements, they must first acquire basic information which will serve as reference points and yardsticks to formulate such judgements. An empathetically based inquiry into the

problems of the needs of a Plains farmer in the 1860s may well, at a later time, heighten the pupils' perceptions of American feelings about law, self reliance, and gun control. It is not always necessary or desirable to attempt to draw overt connections or to force pupils to articulate value positions which may not be discerned independently. Awareness of such connections and positions can only be built up gradually. The important thing, however, is that teachers at the various levels, who are dealing with different stages of the pupils' intellectual growth should have a common perception of the direction in which they are trying to move their pupils.

4.6 "The promise of America - the immigrant experience" by Dr.Maria Emilia GALVAO, Directorate General of Secondary Education, Ministry of Education, Portugal

Introduction

The world of today is characterised by an ever increasing interdependence of societies, and the ideals of intercultural and international understanding, co-operation and the protection of human rights should, therefore, be developed amongst the young.

Education has a fundamental role to play in shaping the future of our world, and, thus, the study of different cultures and civilisations, their different perspectives, values and ways of life, their reciprocal influences is essential in order to encourage mutual appreciation and understanding of the differences between them.

By combining learning, information and action, international education can further the appropriate intellectual and emotional development of the individual. I am convinced that - by developing qualities and skills which enable the individual to acquire a critical understanding of national and international problems - we are contributing to achieve the overall aim of education - the full development of men and women.

As secondary school students are the catalysts of the future, it is essential that they should be properly equipped with the cognitive and affective input which will enable them to develop a lasting interest in knowing and interpreting world issues and the multi-faceted dynamics of international processes.

Rationale

In 1986 the Statue of Liberty will celebrate her 100th birthday. New York's famous "lady with a lamp", originally erected as a tribute to Franco-American friendship, has come to stand for the unprecedented immigration movement at the turn of the last century.

The causes of this great movement were complex and multiple. In Europe, the Industrial and Agricultural Revolution, the political upheavals and economic oppression uprooted thousands of families who were led to seek a better life in America. Likewise, in China, economic upheavals led thousands to emigrate to the United States attracted by the promise of jobs.

Viewed from any angle,this human flood was drawn by the belief that the United States were "the Golden Door to the Land of Opportunity", and the Statue of Liberty has remained a noble, if no longer always valid, symbol of the American Dream ie. the United States offering its incomparable liberties to millions of immigrants from Africa, Asia, Europe and Latin America.

The days of unlimited immigration were, however, already past when the first restrictive law came into force in 1882 with the passage of the Chinese Exclusion Act. Other laws restricting the number of immigrants have been passed since then, either as a result of pressure by specific groups or as a reflection of the mood of the times eg the 1929 Law that set up quotas favouring the Northern and Western European immigration.

In the 1970s and 1980s, total immigration has become comparable to the historic peak of 1900-1910, and descendants of earlier immigrants have grown resentful of the new immigrants and have developed the same fears and hostilities that may have forced their forefathers to migrate to the United States. With countries in Central and South America devastated by the economic recession and by political instability, the number of illegal immigrants who sneak into the country has climbed sharply. The northern border, on the other hand, has become the back-door for refugees from Europe and the Middle East persecuted for political, religious or racial reasons.

As illegal immigration swells, the nation's ambivalence about immigration policy (ie. how to curb the flood of illegal immigration and still remain true to the open door tradition) becomes more evident eg. the debate in 1984 over the SIMPSON-MAZZOLI Bill which embodied the most drastic reform of US immigration.

Thus, on the eve of Lady Liberty's Centennial, it seems appropriate to recapture the ideas and emotions of the immigrant experience by focusing students' attention on the monument that is the symbol of the struggle of America's immigrants and by developing their understanding of the role of immigration in American life, the importance of liberty as a national goal and America's image of itself as a "melting pot" or more recently as a "salad bowl".

General goals

This unit aims at:

(i) developing the students' awareness of the increasing global interdependence between peoples and nations;

(ii) developing the students' aptitudes and abilities which will enable them to acquire a critical understanding of national and international problems;

(iii) fostering the students' understanding of, and respect for, all peoples, their cultures, civilisations, values and ways of life.

Unit objectives

To enable the students to:

(i) understand broadly how the immigrants' motives for coming to the USA varied according to conditions at home and to personal visions of what life would be like in the new land;

(ii) analyse some of the reasons why immigrants came, and keep coming, to the USA;

(iii) appreciate the full dimension and the immense drama of the American immigrant experience.

Target group

Students in the upper secondary school (aged 15-18).

Structure

Section A

Objective: to define the concept of liberty and freedom.

"The world has never known a good definition of Liberty" wrote Abraham LINCOLN more than a century ago.

Because we look forward to a world founded upon liberty and freedom, some time should be spent developing the students' own thoughts concerning these concepts.

Teaching suggestions:

(i) Encourage students to take a poll asking people to define what they mean by "liberty" and "freedom". Students should list all those definitions and put them into categories. They should then summarize and evaluate the results.

(ii) Ask students what the concepts of "liberty" and "freedom" mean to them.
Discuss students' responses and list them on the black board.

(iii) Write the question on the black board: "Has the dream of liberty been realised in the United States?"

Divide the class in groups and ask each group to analyse the issue. Broaden the discussion by asking students to share their analysis.

This question is a lead-in to the next section.

Section B

Objectives:

(i) to list the places from which the immigrants came;

(ii) to list the motives that immigrants have had for coming to the United States.

The first non-Indian immigrants settled in the British colonies in the early 1600s, but it was not until the 18th Century that the number of immigrants grew as a result of the upheavals that followed the disintegration of the old feudal order in Europe. They came in waves, reflecting events and conditions in their homelands, some for adventure. Despite their differing motives for coming to the USA, nearly all immigrants saw the USA as a country that offered them a second chance.

Teaching suggestions:

Explore with students a chart showing estimated figures for legal and illegal immigration in the USA from the 1830s to the present day. Then ask students such questions as:

(i) what evidence can you find on the chart to support the view that the greatest wave of immigration to the United States took place between 1870-1920?

(ii) What are the forces that account for the vast migration into the US in the 19th Century?

Explore with students the immigrants' dreams of America. A useful selection of readings is contained in "American Mosaic" published by the New American Library in 1982, eg:

Peter KEKONNEN from Finland, 1905

"I was born in Finland in 1889. When I was sixteen, I came on an immigrant ship to the United States. I landed in New York and went on an immigrant train with many others from the Scandinavian countries to the state of Minnesota. I wanted to have a farm, and it was possible to get land then, but I needed money for farm animals and tools and to keep me going until I got a crop."

Taro MURATA from Japan, 1907

"I came over at the age of nineteen on an immigrant boat from Japan, the 'Saramara'. We had to pay sixty dollars for the fare. I had heard that the United States was a nice place to make money.
When I came over, Japan was very, very poor. People traveled around to beg for something to eat. Not on my farm where my parents lived, but around us. We ate all right, but we had no money."

Section C

Objective: to define the terms "Americanisation", "Melting Pot", "Ethnicity".

The United States is made up almost entirely of immigrants and their descendants. The American Dream was one of the forces that attracted and captured the millions of people who chose, or were forced by circumstances, to migrate to a country whose cultures would support an incredible variety of customs and habits.

The old ideal that the newer elements could "blend in" in the same way as the older ones and that the better qualities of each would be added to the amalgam of a constantly improving American people and American civilisation found its first expression in De CREVECOEUR when he spoke of a peculiar "melting" process that would combine "individuals of all nations" and yield a new race.

In the 1960s and 1970s, the growth of "ethnicity" (ie. ethnic pride, ethnic organisation, and ethnic political and economic power) became popular.

This movement toward expressing group pride stems from the idea that the USA is a pluralistic society, a society composed of people of many cultures and traditions.

Teaching suggestions:

Ask students to read selections like those given below and to consider how writers might define "the ideal American". Expand the discussions by comparing and contrasting personal views on self-identity and by giving the students a chance to react to the texts:

- in 1915, former President Theodore ROOSEVELT urged that immigrants be thoroughly "Americanised":

  "The one absolutely certain way of bringing this nation to ruin ..... would be to permit it to become a tangle of squabbling nationalities, an intricate knot of German-Americans, Irish-Americans, English-Americans, French-Americans, Scandinavian-Americans or Italian-Americans .... each at heart feeling more sympathy

with Europeans of that nationality, than with the other citizens of the American Republic. The men who do not become Americans and nothing else are hyphenated Americans, and there ought to be no room for them in this country .....

.... No man can be a good citizen if he is not at least in process of learning to speak the language of his fellow-citizens. And an alien who remains here without learning to speak English ... should ... be treated as having refused to take the preliminary steps necessary to complete American-isation and should be deported."

- in 1976, a Japanese American woman described her new sense of self-awareness:

"I don't feel that I have to prove myself to people because I am Asian American and different. Different no longer suggests inferior or negative. When younger, I had the feeling that in order to be recognised as equal to others, I had to be ten times better. I no longer feel that I have to prove my self-worth for that reason and on that basis.

Racism still exists in employment situations, educational systems, and living conditions in general. I still get angry, but this anger is no longer directed inward in desperation. It is channeled out in constructive ways and becomes energy. I have learned to assert myself as part of a group and as an individual." (*)

Section D

Objectives:

(i) to list the problems faced by immigrants;

(ii) to list arguments for and against the restriction of immigration.

Despite the optimism of the "melting pot" theory and the recent idea of "ethnicity", there have been many hostile reactions to immigrants. Characteristically, descendants of earlier immigrants have grown resentful of the new immigrants and have developed the same fears and hostilities that may have driven their ancestors to the USA. In the past, their fears resulted in the passage of laws that severely restricted immigration.

(i) Have students collect evidence concerning restrictive laws that were passed between 1882-1965 to answer questions eg:
- how do the different laws reflect America's anti-immigrant mood at the turn of the century?

(*) Excerpt from "Puritans from the Orient" by Jade Snow WONG from "The Immigrant Experience", edited by Thomas WHEELER

- Discuss students' reactions to the following statement "America is the heaven for the world's oppressed".

(ii) Explore these reactions to immigrants by focusing on the chart of the "Newsweek" poll that was conducted in June 1984 when the SIMPSON-MAZZOLI Bill was debated in Congress.

5. CONCLUSIONS AND RECOMMENDATIONS

by Dr. Judith TORNEY PURTA, Professor of Human Development, University of Maryland, USA

The ideas contained in the reports of the working groups will be summarised under four headings:

(i) general principles to be considered;

(ii) goals for teaching about the USA in Europe;

(iii) goals for teaching about Europe in the USA;

(iv) directions for future activity.

The suggestions are not presented in any order of priority, nor is any attempt made to identify suggestions which came from one group rather than several.

General principles

A number of the suggestions made by the working groups applied to both teaching about the USA and teaching about Europe in the USA. A set of 10 common principles and problems was identified:

(i) it was strongly recommended that facts and information used in the curriculum should be up-to-date, as well as adapted to the interests of young people;

(ii) it was emphasised that contemporary issues need to be seen in both historical and geographic context;

(iii) a need for both chronological and thematic history was identified;

(iv) it was noted that terms which may appear parallel (e.g. German individualism and American individualism) often need to be explored for both their common and their unique meanings;

(v) the principle of infusion of materials into existing courses and syllabi rather than creating new courses was affirmed;

(vi) the need to address the attitudes and knowledge of teachers, both older and younger, was identified as necessary for the introduction of new ideas or approaches;

(vii) ways of teaching an issue through two sets of eyes - European and American - were recommended. This might include role-playing situations, case studies, or reading of biographies or fictional material. Care should be taken to avoid stereotyping;

(viii) the issue of European-US relations in the context of development and North-South problems deserves enhanced attention. A tendency for curricula to focus on exotic customs or problems taken out of context can create difficulties in the study of any area of the world;

(ix) although the Conference focussed on the secondary school, the participants fully recognised the importance of the foundation years of primary education. Furthermore, schools should cater for pupils of all abilities and face the difficult problem of pupil motivation. Many young people just "tune out" of what the school has to offer;

(x) helping students to acquire skills to interpret the material about other countries which appears in the mass media is a necessary part of school programmes.

Goals for teaching about the USA in Europe

The working group reports also included a wealth of suggestions for teaching about the USA in Europe. Some of them echoed the 10 general principles above and some were more specific:

(i) materials and methods should be developed to overcome the misconceptions held by European teachers and students, especially those with their roots in the media and popular culture;

(ii) an approach is needed which can go across curricular areas and help students to put together what might otherwise be fragmented information and ideas. This integration should involve history, culture, and geography in particular;

(iii) a good balance needs to be maintained between stressing similarities and differences between Europeans and Americans; (e.g., the size of the USA). An important topic is how geography, especially given such a diversity of environments, shapes life style;

(iv) pluralism was identified as a key topic. This includes the existence of multiple levels of government (federal, state, country) and the ideas of checks and balances. Pluralism of the population

and a constitution which must protect different races, language groups, and opinion groups should also be discussed.Relating to this is the importance of public criticism in American life and the competition among interest groups;

(v) students should understand how the position of the USA as a world power helps explain differences between the USA and Europe;

(vi) understanding the European roots of American culture was identified as an important goal;

(vii) attention should be paid to American social problems; how they have developed and how they have been dealt with. This should include some study of cases in which the USA has been a kind of "escape hatch" for the problems experienced by other countries;

(viii) among the American values which need special attention are individualism, voluntarism, social as well as geographical mobility, faith in technology, and optimism.

Goals for teaching about Europe in the USA

The working group reports also addressed specific goals for teaching about Europe in the USA:

(i) it was noted that a "rationale is needed for sceptics". There is often an artificial division in schools between American history and World history rather than an approach which recognises that America is in the world and that the world also includes Europe;

(ii) the study of several specific topics was suggested to counter prevailing stereotypes. For example, present-day Europe is neither a museum nor is it like the Europe from which many Americans came 80 or 100 years ago. Present-day European countries also have much more heterogeneous populations, including large numbers of migrants, than was the case even 40 years ago. Although Europeans' and Americans' "preoccupations" or everyday concerns probably differ in some substantial ways, it is not easy to specify these differences very precisely;

(iii) the study of Europe can be organised under general concepts, such as time (historical concepts stressing the 20th Century), space (geography and its impact), and national values (the movements toward unity within diversity);

(iv) imperialism and colonialism, as well as rationality and democracy are among the issues useful for understanding the historical and political links between Europe and the wider world. These concepts can also be used to organise the study of the relationship between Europe and the developing countries as part of the North-South dialogue;

(v) a number of contrasts were suggested: Christian Europe with Secular Europe; Industrialised Europe with Rural Europe; Diverse Europe with United Europe; or contrasts between different kinds of socialism;

(vi) there was a strong feeling in some of the working groups that Europe should be viewed from economic and political perspectives which are not limited to the present East/West division. It is misleading to study Western Europe alone without considering its many links with the East - migration and family connections, to name only two;

(vii) the cultural roots of ethnic groups in the USA can be a useful part of the study of Europe, but the complexity of these roots needs to be stressed.

Future activities

The working groups and the plenary group spent some time in discussing possible directions for future activities. Highlighted below are suggestions which would require some group effort for their success. It was assumed that many Conference participants would initiate on their own or in pairs activities which would follow on the aims and goals identified by the Conference, e.g.:

(i) the establishment of school-to-school or class-to-class links through the exchange of video letters and computer disks or through satellite hook-up;

(ii) teacher and pupil exchanges;

(iii) bilateral contacts between American and European associations of teachers.

Participants were asked, whenever possible, however, to keep both the Atlantic Council and the Council of Europe informed about these activities.

Considerable time was devoted to discussing the preparation of an annotated bibliography about Europe for use by US teachers. This should include historical, cultural, geographical, and political perspectives, and it should include a guide to the availability of other sources in Europe as well as in the USA.

Although the number of languages in which such material is published presents a challenge, this was thought not to be insurmountable as long as it was made clear that the bibliography was intended for American teachers and, thus, would have to include primarily material written in English or available in an English translation. These limitations would be acknowledged. Reviews of the bibliography would be sought from European educators before publication.

Another bibliography including children's books, biographies and autobiographies, and novels was suggested. Its aim would be to help to develop empathy and an understanding of social reality as viewed by individuals living in a country. Care must be taken to ensure that fiction is not taken as fact - as it may be, for example, with some television programmes. A number of American values which could best be understood using this sort of material were listed: pride in the family, the work ethic, the ethnic heritage, mobility. A similar list could be developed for European values. The various international organisations concerned with children's books and the International Reading Association were suggested as vehicles for this bibliography.

It was also suggested that actual lessons be circulated to conference participants. The circulation list could then be expanded to other teachers who might be interested. The need for brief fact sheets about Europe and the USA was also identified.

An alternative organisation for workshops to produce materials on these topics was suggested. Teachers and some university specialists would gather in a location, either in Europe or in the USA, with access to libraries or other collections of resources necessary for the preparation of teaching materials. These workshops would focus on limited topics, would be prepared well in advance, and would provide ample time for writing and practical work in small groups.

Another approach which would not involve travel was also suggested. Two American and two European teachers would identify outlines of a common lesson to be taught using jointly developed materials (perhaps for three hours of class time) on both sides of the Atlantic. After an evaluation, these materials would be shared with other teachers.

In general, the working groups were enthusiastic about the product of their sessions and only regretted that they did not have more time for more detailed and more concrete planning.

APPENDIX NO. I

PROGRAMME OF THE CONFERENCE

Sunday 11 November

15.00-17.30	Registration of the participants at the Conference Centre: the 4-H Club National Headquarters, Washington DC.
17.30	Reception.
18.45	Dinner.
20.00	Speeches of welcome and introduction by: (i) Ambassador Theodore C. ACHILLES, Vice Chairman, the Atlantic Council of the United States; (ii) Ms. Jean CRAVEN, President, National Council of the Social Studies; (iii) Mr. Maitland STOBART, Deputy Director of Education, Culture and Sport, Council of Europe. Chair: Dr. Leslie S. BRADY, Staff Director, Successor Generation Project, the Atlantic Council of the United States.
20.30	Opening Session - presentations on "The implications of the American Elections - a US and a European point of view" by: (i) Ms. Suzanne GARMENT, "The Wall Street Journal"; (ii) Mr. Claude MOISY, "Agence France Presse". Discussion.

Monday 12 November

09.00	Keynote address on "Europe and America - trends and perspectives" by Dr.Stephen HASELER, Principal Lecturer in Government and Politics, City of London Polytechnic, United Kingdom. Chair: Dr. L. BRADY
10.15	Coffee.
10.30	Discussion in plenary session with Dr. HASELER.

12.00	Lunch.
13.30	Presentation on "Goals for teaching about Europe - a European point of view" by Ms. Margaret SHENNAN, former Head of the History Department at S.Martin's College, Lancaster, United Kingdom. Chair: Dr. L. BRADY.
14.30	Discussion in plenary session with Ms.SHENNAN.
15.15	Coffee.
15.30-17.30	Group work.
18.00	Dinner.
19.30	Informal evening at the 4-H Club Headquarters.

Tuesday 13 November

09.00	Presentations on "Teaching about Europe and about US-European relations in the USA" by (i) Professor James BECKER, Indiana University, USA; (ii) Professor James LEUTZE, University of North Carolina, USA. Chair: Dr. L. BRADY.
10.15	Coffee.
10.30	Discussion in plenary session with Professor BECKER and Professor LEUTZE.
11.00	Group work.
12.00	Lunch.
14.00	Tour of the National Museum of American History.
16.30	Introduction to the Smithsonian Institution by Mr. Richard CONROY, Office of International Services,the Smithsonian Castle.
17.30	Reception in the Rotunda of the Woodrow Wilson International Centre,Smithsonian Castle.
18.15	Dinner in the Great Hall of the Smithsonian Castle.
20.00	Plenary session in the Library of the Wilson Centre for: (i) an introduction to the work by the Centre by the Director, Dr. James BILLINGTON;

(ii) a presentation on the Centre's European programme by Dr. Seymour DRESCHER;

(iii) a discussion on history teaching led by two Fellows of the Centre:
Dr. Hazel HERTZBERG, Teachers' College, Columbia University, USA; and
Dr. LUNDGREN, Federal Republic of Germany.

Chair: Dr. BILLINGTON.

Wednesday 14 November

09.00 Panel discussion in plenary session on teaching approaches led by:

(i) Ms. Jacqueline ARICKX (Belgium);

(ii) Professor Hermann HALBRITTER (Austria);

(iii) Ms. Elida F. GILES (USA);

(iv) Mr. David WYLIE (USA).

Chair: Dr. Ted COMSTOCK, President of the National School Board Association, Washington DC, USA.

10.30 Coffee.

10.45 Group work.

12.00 Lunch.

13.30 Plenary session for:

(i) an analysis of the reports of the four working groups by Professer Judith TORNEY-PURTA, University of Maryland, USA;

(ii) discussion on "A look to the future - what ought we to do jointly?"

Chair: Professor TORNEY-PURTA

16.00 Colloquy on "Current trends in teacher education in Western Europe" at the University of Maryland, College of Education led by:

(i) Mr. Maitland STOBART;

(ii) Ms. Margaretha OREDSSON (Sweden);

(iii) Mr. Horst KRAUSE (Federal Republic of Germany);

(iv) Mr. Alastair ROBINSON (United Kingdom);

(v) Dr. Maria Emilia GALVAO (Portugal);

Chair: Professor TORNEY-PURTA.

18.00 Reception for the Conference participants and for faculty staff and students of the University of Maryland.

19.00 Dinner - Conference participants to be taken individually to dinner by University faculty and students.

Thursday 15 November

09.00 Plenary session for a review of the Conference by:

(i) Mr. Maitland STOBART;

(ii) Ms. Fay METCALF, Co-ordinator of Special Projects, Boulder Valley Public Schools, Colorado, USA and co-author of "The Annotated Bibliography for Educators of Recent Works on American Society".

Chair: Dr. Ted COMSTOCK.

12.00 Farewell lunch.

Address on "Values in education" by Dr. Edmund PELLEGRINO, Director, Kennedy Institute for Ethics, Georgetown University and Chair of the Successor Generation Working Group of ACUS.

14.00 End of the Conference.

APPENDIX NO. II

LIST OF PARTICIPANTS

Speakers and participants

Ms. Jacqueline ARICKX, Eikenlaan 4, B-1770 Liedekerke, Belgium

Mr. Alf BARTVEDT, Kasinvegen 17, N-3800 Bø i Telemark, Norway

Dr. James BECKER, Director, Social Studies Development Center, Indiana University, 2805 East 10th Street, Bloomington, Indiana 47405, USA

Dr. James BILLINGTON, Director, Woodrow Wilson International Center,Smithsonian Institution Building, Washington DC 20560,USA

Dr. Olga BOMBARDELLI, Via Tosio 24, I-25121 Brescia, Italy

Dr. Margaret BRANSON, Kern County Superintendent of Schools Office, 5801 Sundale Avenue, Bakersfield, CA 93309, USA

Mr. Donald BRAGAW, Bureau of Social Studies Education, New York State Education Department, Washington Avenue, Room 312 EB, Albany, N.Y. 12234, USA

Ms. Janna BREMER, 960, South Street, Walpole, MA 02081, USA

Dr. Jürgen BODENSTEIN, U.S. Embassy, Deichmanns Aue 29, D-5300 Bonn2, Federal Republic of Germany

Professor Lothar BREDELLA, University of Giessen, D - Giessen, Federal Republic of Germany

Dr. Ted J. COMSTOCK, President, National School Board Association, 340 Winther Boulevard, Nampa, ID 83657, USA

Ms. Elinor R. COOPER, 7409, Warwick Drive, St. Louis, Missouri 63121, USA

Ms. Jean CRAVEN, Curriculum Center, Albuquerque Public Schools, P.O. Box 25704, Albuquerque, N.M. 87125, USA

Dr. Helmut Georg DEES, Schönblickstrasse 18, D-7333 Ebersbach, Federal Republic of Germany

Mr. Aldo DISGRAZZI, 515 14th Avenue, Apt. 2, San Francisco, CA. 94118, USA

Ms. Deborah SHEA DOYLE, 15 Sandbrook Road, Pittsford, N.Y.14534

Dr. Seymour DRESCHER, Woodrow Wilson International Center, Smithonian Institution Building, Washington DC 20560, USA

Ms. Patricia J. DYE, 25 Smithshire Est., Andover, MA.01810, USA

Ms. Catherine W. EDWARDS, 145 Green Rock Drive, Boulder, Colorado 80302, USA

Mr. Donald R. EVERETT, 3530 Carriage Hill Circle, T-3, Randallstown, MD. 21133, USA

Mr. Frank FITZ-GIBBON, 6 Reedfield, Clayton Brook, Bamber Bridge, GB - Preston, PR5 8HT, United Kingdom

Ms. Randi Lother FLEMMEN; Øvrevegen 11, N-6100 Volda, Norway

Dr. Maria Emilia GALVAO, Av. dos Bombeiros Voluntarios do Algés Lt 120-2° D, P-1495 Lisboa, Portugal

Ms. Suzanne GARMENT, "The Wall Street Journal", 1025 Connecticut Avenue, N.W., Washington DC 20036, USA

Ms. Elida F. GILES, 1421 Harpst, Ann Arbor, Michigan 48104, USA

Mr. Niels GULLBERG-HANSEN, Rørløkken 76, DK-2730 Herlev, Denmark

Dr. Carole L. HAHN, Educational Studies, Emory University, Atlanta, Georgia 30322, USA

Mr. Hermann HALBRITTER, Seestrasse 5, A-7100 Neusiedl-am-See, Austria

Mr. Michel HARDY, Athénée Royal, 30 rue St. Pierre, B-5500 Dinant, Belgium

Dr. Stephen HASELER, 34 Oakwood Court, Abbotsbury Road, GB - London W14 6G, United Kingdom

Ms. Mary E. KENNEDY, 1738 R Street, N.W., Washington DC 20009,USA

Ms. Mary Ann KIRK, President, Center for Citizenship Education, 14609 Chesterfield Road, Rockville, MD. 20853, USA

Mr. Horst KRAUSE, Brucknerstrasse 8, D-2400 Lübeck, Federal Republic of Germany

Mr. Jean-Michel LECLERCQ, 47 rue Vavin, F-75006 Paris, France

Dr. James LEUTZE, Chairman, Curriculum in Peace, War and Defence, University of North Carolina, Chapel Hill, N.C. 27514, USA

Mr. Rudolf LÜDEMANN, Buchenhain 38b, D-2105 Seevetal 2, Federal Republic of Germany

Mr. Sean MacGIONTAIGH, 23 Rockmount Road, Highfield Park, IRL - Galway, Ireland

Ms. Erma Gay McNINCH, 3447 Dawn Drive, Pearl, Mississippi 39208, USA

Ms. Fay METCALF, Boulder Valley Public Schools, P.O.Box 9011, Boulder, Colorado 80301, USA

Mr. Claude MOISY, Agence France Presse, 1612 K Street,N.W., Suite 400, Washington DC 20006, USA

Ms. Margaretha OREDSSON, Borgersvägen 13, S-222 47 Lund, Sweden

Mr. Thord Gosta ÖSTERBERG, Ymergaten 30 A, S-753 25 Uppsala, Sweden

Ms Reintje PAIJMANS-KRIENS, Soerense weg 138, NL-7313 EL Apeldoorn, The Netherlands

Dr. Edmund D. PELLEGRINO, Director, Kennedy Institute for Ethics, Georgetown University, Washington DC 20057, USA

Dr. Miguel PEREYRA-GARCIA CASTRO, Subdireccion General de Perfeccionamiento del Profesorado, Ciudad Universitaria, E-28040 Madrid, Spain

Mr. Niels Gudme RASMUSSEN, Mosestedet 29, DK-3500 Vaerløse, Denmark

Mr. Henry A. ROBINSON, 23 Cawdor Crescent, GB - Bishopton, Renfrewshire, PA7 5DX, United Kingdom

Ms. Edna ROSTOW, 1911 R Street, N.W. # 801, Washington DC 20009,USA

Mr. Mark D. ROTHMAN, 278 Browns Road, Nesconset, N.Y.11767, USA

Mr. Jukka SARJALA, Deputy Director, School Department, Ministry of Education, Rauhankatu 4, SF-00170 Helsinki, Finland

Mr. Denny Schillings, Flossmoor-Homewood, Flossmoor, Illinois, USA

Mr. Kelvin L. SCHUCHART, 1104 West Second Street, Cedar Falls, IA. 50613, USA

Ms. Elizabeth SCOTT, National Council for International Visitors, Meridian House, 1630 Crescent Place, N.W., Washington DC 20009,USA

Dr. Jacob R. SEITZ, 308 Ridgeway Avenue, Morgantown, WV.26505, USA

Ms. Margaret SHENNAN, Bullbeck House, Four Acres, GB - Brookhouse, Near Lancaster LA2 9JW, United Kingdom

Mr. Gerard SLOOTWEG, Grootveldstraat 4, NL-6141 LT Limbricht, The Netherlands

Dr. Judith TORNEY-PURTA, Institute for Child Study, Benjamin Building, University of Maryland, College Park, MD.20742, USA

Mr. David R. WRIGHT, University of East Anglia, School of Education, Keswick Hall, GB - Norwich NR4 7TJ, United Kingdom

Mr. David WYLLIE, 4463 Whitney Avenue, Mt.Carmel, CT.06518, USA

Mr. Ronald P. VERDICCHIO, George Washington Junior High School, Ridgewood Public Schools, 155 Washington Place, Ridgewood, N.J. 07451, USA

Mr. Robert ZIMMERMANN, 5000 N.Marine Drive, Chicago, I1.60660,USA

Secretariat

The Atlantic Council of the United States, 1616 H Street, N.W., Washington DC 20006, USA:

Ambassador Theodore C. ACHILLES, Vice Chairman and Project Director, Successor Generation Project; Dr.Francis O. WILCOX, Vice Chairman, Ms. Martha C.FINLEY, Secretary, Dr.Leslie S.BRADY, Staff Director, Successor Generation Project; Ms.Martha E.HOULE, Assistant Staff Director, Successor Generation Project.

The Council of Europe, B.P.431 R6,F-67006 Strasbourg-Cédex,France:

Mr. Maitland STOBART, Deputy Director of Education, Culture and Sport; Ms. Alison CARDWELL, Principal Administrative Assistant, School Education Division, Directorate of Education, Culture and Sport.

The National Council for the Social Studies, 3501 Newark Street, N.W., Washington DC 20016, USA:

Ms. Fran HALEY, Director.